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School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

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VOLUME 118, NUMBER 2

FEBRUARY, 1949



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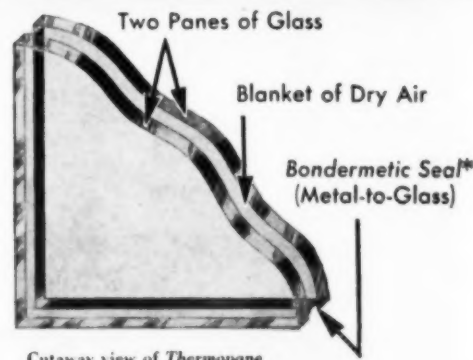
- Saves fuel, reduces downdrafts, assures comfort near windows.
- Minimizes condensation and frost on glass, helps maintain healthful humidities.
- Increases efficiency of heating and air-conditioning systems.
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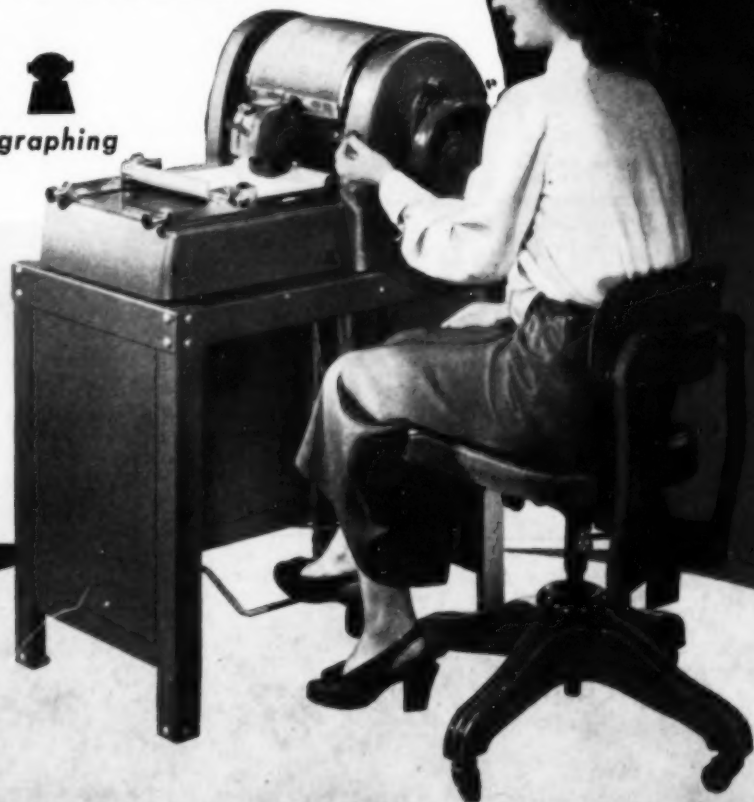
Designed to answer the increasing requirement in schools for more and more copies of a greater variety of forms, lesson sheets, bulletins and similar material.

Investigate this new A. B. Dick mimeograph, model 435. For use with all makes of suitable stencil duplicating products. Look in the phone book or write for the name of your nearby A. B. Dick Company representative. A. B. Dick Company, 720 West Jackson Boulevard, Chicago 6, Illinois.

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sits down too →*

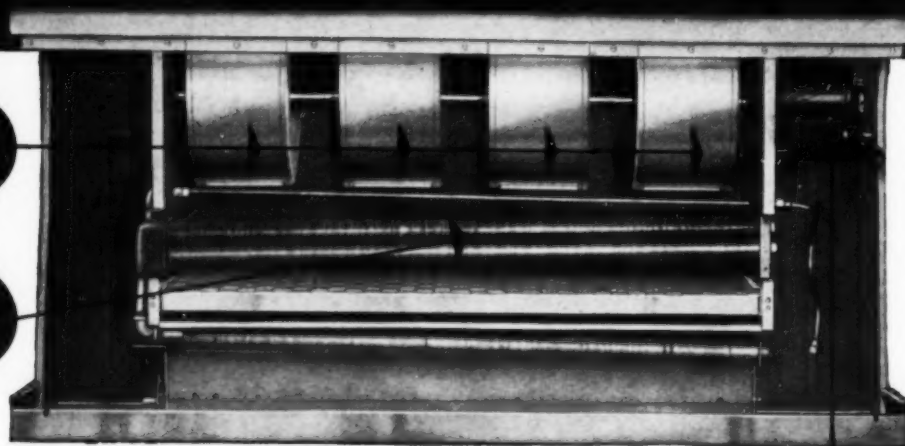
Shown at right is the model 27
A. B. Dick mimeograph stand
with built-in foot control for
fast fatigue-free operation.



"DRAW-THRU" DESIGN— another outstanding feature of the **NEW HERMAN NELSON UNIT VENTILATOR**

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HEATING ELEMENT
BELOW THE FANS



MOTOR IN END
COMPARTMENT

Another outstanding feature of the Herman Nelson Unit Ventilator, which contributes to efficient, economical and quiet operation, is its "draw-thru" design. Location of the fans at outlet of unit permits uniform temperature of air introduced into the room from each outlet. Location of the heating element below the fans permits convection of heat when fans are not running, for maximum operating economy. Fans operating at the discharge of the unit also assure that a constant volume of air will be delivered into the room at the proper velocity for uniform diffusion.



Placing the motor in the end compartment of the unit permits full utilization of the suction chamber for housing of larger fans. These larger fans, running at slower tip speeds, contribute greatly to the quiet operation of the Herman Nelson unit when operating at full capacity.

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Visit the Herman Nelson Unit Ventilator Exhibit at American Association of School Administrators, National Educational Association, meetings as follows: San Francisco—Booths H-10 and H-12, Feb. 19 through Feb. 23; Saint Louis—Booths A-35 and A-37, Feb. 26 through March 2; and Philadelphia—Booth E-26, March 26 through March 30.

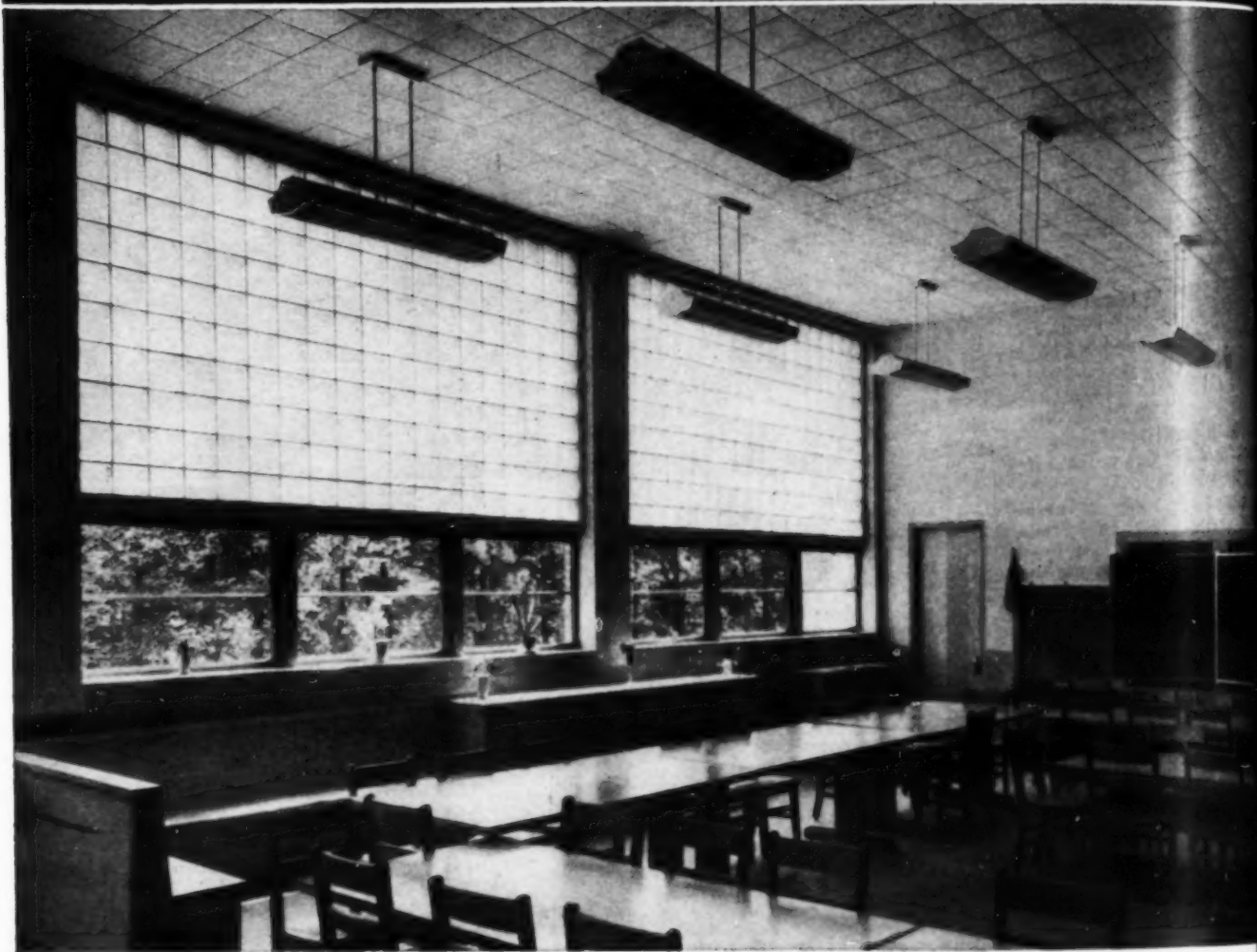


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HERE, panels of PC Prism A Glass Blocks solve the problem of how to light gymnasiums adequately and safely. Heating and air-conditioning costs are drastically reduced when large light-transmitting areas like these are insulated. *Mt. Prospect Elementary School, Mt. Prospect, Ill.* Architects: Childs & Smith.

→
PANELS OF PC GLASS BLOCKS are ideal for providing plenty of daylight at stairways, and thus help to reduce the possibility of accidents. *Stratfield School, Fairfield, Connecticut.* Architects: Lyons & Mather.



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W. P.

t... for better sight

In this classroom, PC Soft-Lite Prism B Glass Blocks safeguard student health, promote efficiency. They divert daylight to a high reflectance ceiling, from where it is diffused downward on pupils' desks throughout the room.

Londover Hills Elementary School, Prince George's County, Md.
Architects: Paul H. Kea Associates.

PC GLASS BLOCKS combine the advantages of light transmission and light direction with excellent insulating properties and low maintenance cost.

PC Prism A and Soft-Lite Prism B Glass Blocks have been especially developed for classrooms, giving efficient interior daylighting on all exposures. In panels, the blocks divert incident daylight to the reflecting ceiling, and from there it is diffused and distributed evenly to all parts of the room.

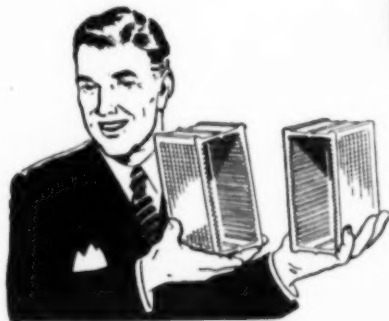
In addition, other PC Glass Block patterns provide adequate lighting, as well as decorative beauty, for stairways, gymnasiums, auditoriums, corridors, entrances, swimming pools, laboratories, and for many other applications.

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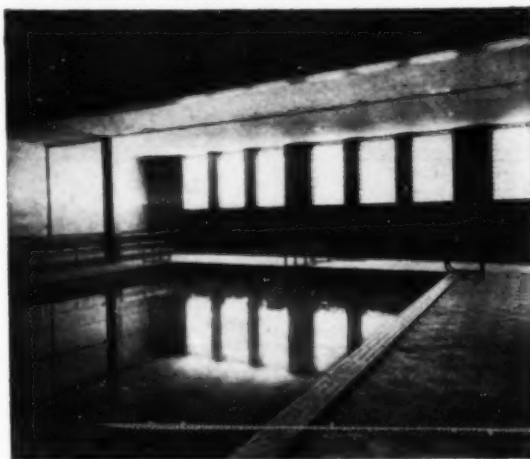
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INSIDE CORRIDORS are better lighted when panels of PC Glass Blocks are used to re-direct the daylight from adjoining classrooms. The panels also deaden traffic noises, thus improve acoustics in all rooms. Kellogg Grade School, Wichita, Kansas. Architects: Overend & Boucher.



FLOODS OF NATURAL DAYLIGHT are supplied for this pool by PC Glass Blocks, assuring good vision with safer footing for the swimmers. Further, the humid air in such rooms causes ordinary sash to rot or corrode, but will not affect glass blocks; maintenance costs are reduced. West Senior High School, Rockford, Illinois. Architect: Gilbert A. Johnson.

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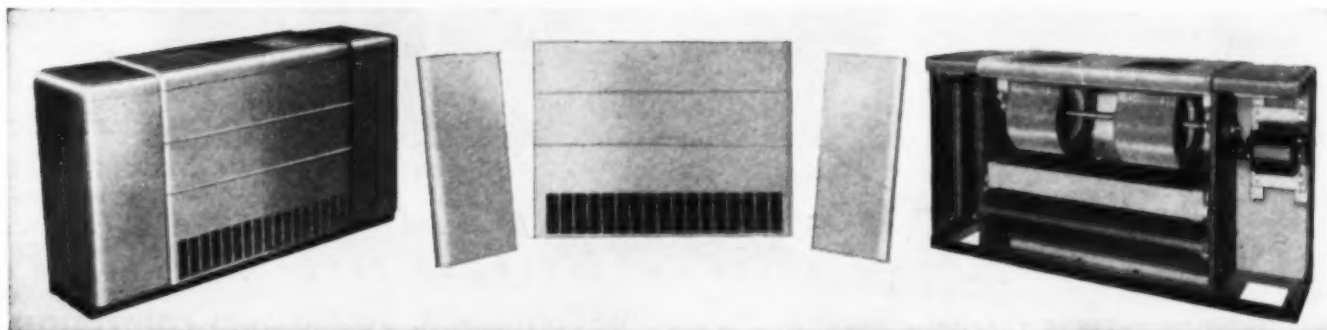
grilles. Dampers are smooth, positive acting; positively prevent cold outdoor air from blowing directly through the unit. On-off switch is tamper-proof. Fans are cleanable.

With your Trane Unit Ventilators, use Trane Convectors where heat without ventilation is needed; use Trane Climate Changers in gymnasiums and other large areas; use Trane Steam Specialties throughout. When the products are all Trane-made, the system is tailor-made—for you. Undivided responsibility. See the Trane office in your area for details.

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Left: Model F, free standing floor unit. There are five other models, each available in several sizes. Center: The "one-man" front panel is in three easy-to-handle sections. Right: Note trim internal design: simple, accessible, practical.





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* Webster's Dictionary definition of the word "Bonus"—"Something given in addition to what is usual or strictly due."

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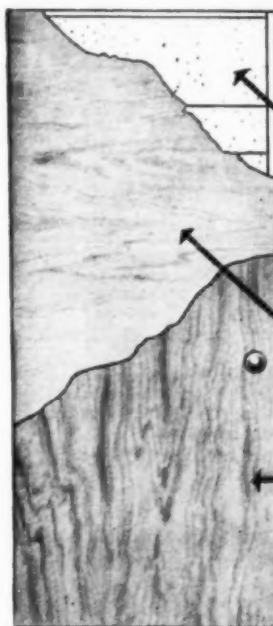
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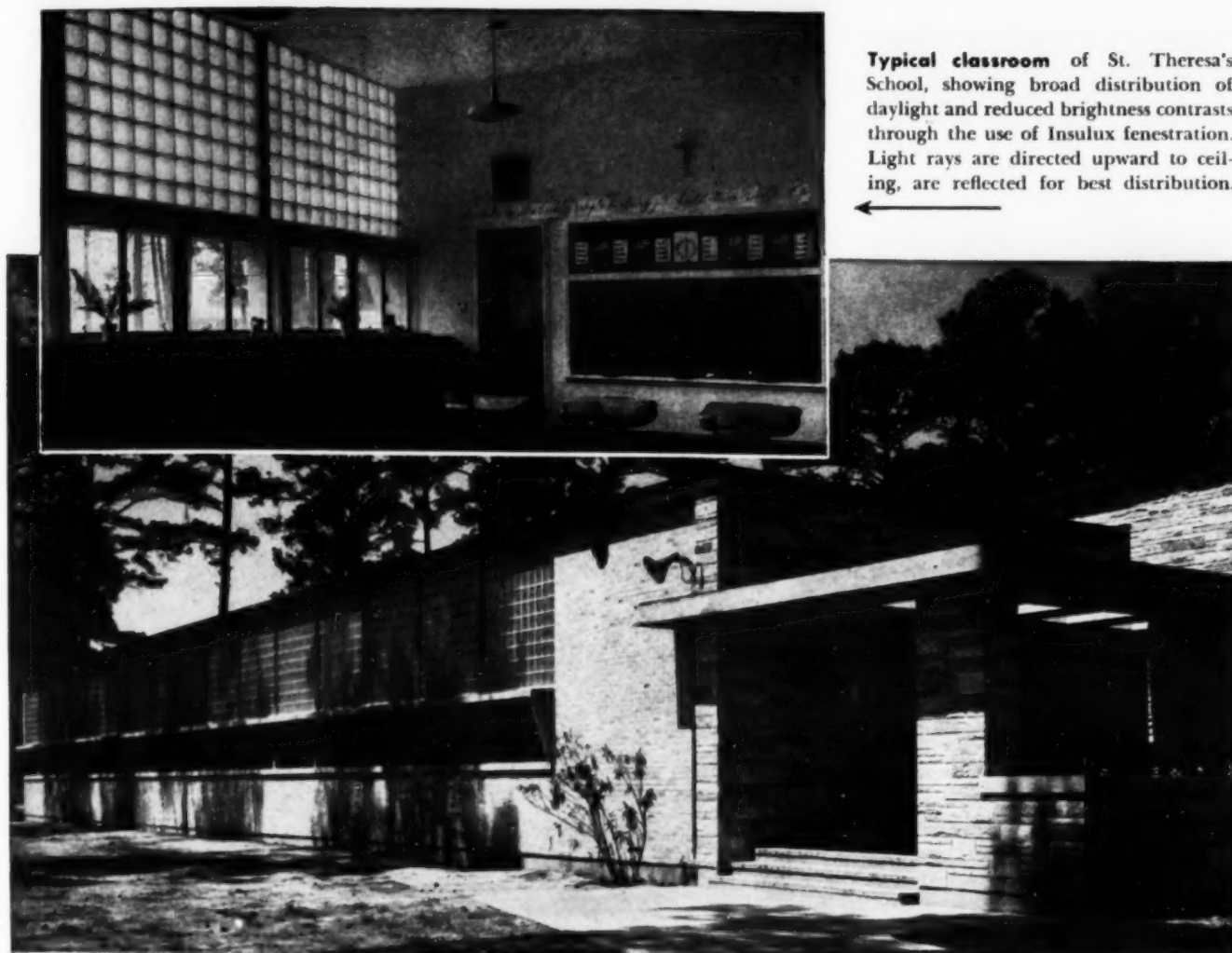
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Typical classroom of St. Theresa's School, showing broad distribution of daylight and reduced brightness contrasts through the use of Insulux fenestration. Light rays are directed upward to ceiling, are reflected for best distribution.

St. Theresa's Catholic School, Houston, Texas. Architects: Coleman and Rolfe, Houston. Use of Insulux Prismatic Glass Block

plus shaded window sections for visibility and ventilation means better daylighting for classrooms inside.

It pays to plan the daylighting, too!

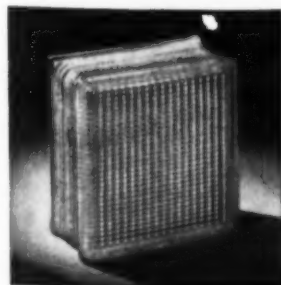
DESKS, blackboards, drinking fountains—you'd never overlook *them* when planning a school building. But how about classroom daylighting? It, too, is important.

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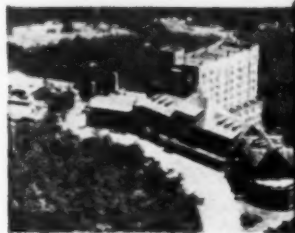
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A Periodical of School Administration

Published on the first day of the month by

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FEBRUARY, 1949

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The contents of this issue are listed in the "Education Index."



For Information and Guidance

The 1949 exhibits of educational material and schoolhousing facilities at the three regional meetings of the American Association of School Administrators offer a practical means of obtaining product information and qualified professional guidance in product utilization. More than 225 concerns will have convention exhibits. Many of the exhibitors (over 90) will have showings at the three meetings. Nearly all the concerns (over 150) will be at St. Louis and Philadelphia.

Schoolhousing and the procurement of essential materials and equipment confronts school administrators with their foremost critical problem. The planning, equipping, and operation of the school building as the largest single piece of equipment will have a predominant place in the exhibits.

These exhibits, staffed by people experienced in servicing the interests of the schools, can give the school administrator qualified professional guidance for the evaluation and selection of the essential materials, equipment and supplies, to meet all the requirements of the educational program.

Attendance at one of the 1949 conventions is of primary importance to superintendents of schools and school boards. During this critical period the exhibits rank in importance with the professional meetings. The exhibit visits will provide a source of product information and of guidance for product utilization in providing the schoolhousing facilities during the critical period ahead.

JOHN J. KRILL

For product information and service refer to the advertising in the AMERICAN SCHOOL BOARD JOURNAL and then make use of the inquiry form on page 83.



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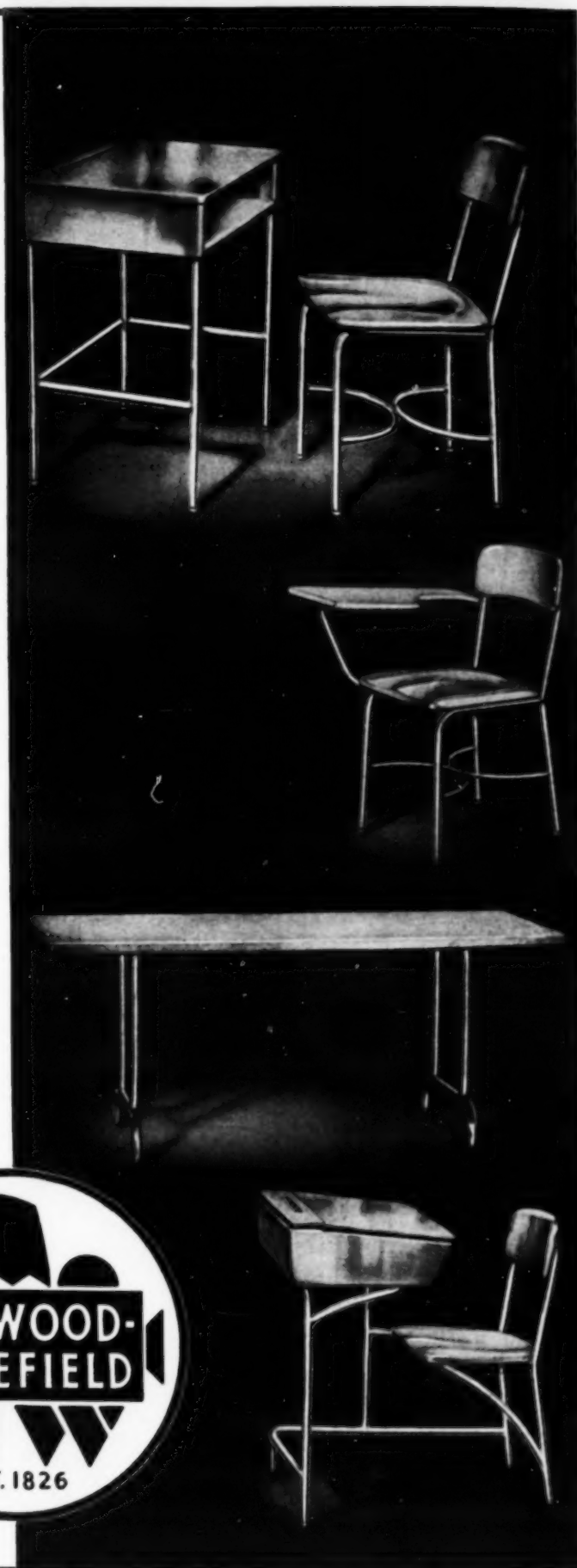
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THE AMERICAN School Board Journal

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FEBRUARY, 1949

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A Sound Prediction Plan —

How Many Teachers Will a State Need?

Maurice James Ross*

The Problem

How many teachers shall we need in the kindergarten, in the elementary, and in the secondary schools of Connecticut in the years 1948-49 through 1960-61? Obviously the number of teachers needed depends primarily upon the number of pupils expected in the schools. The number of pupils depends upon a number of factors which will have to be predicted or assumed — the number of births, the per cent of children who go to kindergarten, the per cent of children who enroll in the first grade, the persistence of pupils from grade to grade, and other factors. The assumptions and procedures involved in the process of predicting a state's demand for teachers are presented in this discussion. For purposes of illustration and application, the teacher demand in Connecticut has been forecast.

Assumptions

There are a number of assumptions involved in the procedure to be described. Many of these assumptions are open to question. However, states and municipalities are faced with immediate emergencies. They must have teachers. We can only proceed on the soundest assumptions we can make. The assumptions involved in the discussion to follow are as follows:

1. The experience over the past seven years gives mean per cents which are sufficiently reliable for forecast purposes.
2. The estimates of the Bureau of Vital Statistics on the number of births to be expected in the next decade are the most reliable estimates on which we can proceed. These estimates are themselves based on a number of assumptions, any or all of which are open to question; e.g., no radical changes in economic conditions, no major social upheavals such as war, no radical departures from the predicted marriage and birth rates, etc.
3. The teaching load will be about 50 pupils per teacher in a double session kindergarten and about 25 pupils per teacher in all other grades.

4. The rate establishment of kindergartens will vary directly with the number of births five years earlier.

5. The persistence percentages from grade to grade will not vary materially from the percentages of the past seven years. However, as our educational services improve and are better adapted and adjusted to the needs of children and youth, we hope for longer persistence in school.

6. The relative percentages of children going to private and public schools will remain approximately constant.

7. The normal teaching life will increase to 20 years. This assumption is based on a number of other assumptions.

a) The probable effect of the law which permits married women to continue to teach. This may prolong teacher tenure.

b) The peak of our losses to business and industry has been passed.

c) The peak of our losses of teachers to expanding institutions of higher learning has been passed.

d) Large numbers of young teachers are entering the profession.

e) An increasing number of men are entering the profession.

f) We shall pass the peak of retirements which have been postponed to take advantage of the increased salaries so recently won and also the peak of withdrawals of married women who have re-entered the profession to help meet the present teacher shortage.

g) The death rate for teachers will not increase materially beyond the rate of 7.0 per cent per 1000 as reported for professional workers by Whitney.¹

h) The median number of years' experience for Connecticut teachers will continue to increase. This median was 9.0 years in 1929-30, 13.3 years in 1937-38, and 14.6 years in 1941-42.² The median experience for Connecticut teachers, as of September 1, 1947, was 19 years, as indicated by a sample of one out of five of the approximately 10,000 full-time teachers in the state. This sample excluded a large city of 550 teachers for whom the median experience was 27 years and median age 49 years.

¹Jessamine S. Whitney, ed., *Death Rates by Occupations Based on Data of the United States Census Bureau, 1930* (New York: The National Tuberculosis Association, 1934).

²Connecticut State Department of Education and Connecticut State Teachers Association, *Teachers in Connecticut Public Schools*, Bulletin XXXI, June, 1943, p. 12.

8. Public nursery school provisions will not increase materially.

9. No public school provisions will be made for grades 13 and 14.

The Procedures

1. The first step is to determine the per cent of children born in a given year who enroll in the kindergarten five years later. For this purpose, we use the births from 1935 through 1941 and the kindergarten enrollments for the years 1940-41 through 1946-47, the last year for which we have enrollment data. The data are presented in Table I.

TABLE I. Births and Kindergarten Enrollments Through 1946-47 in Connecticut

Year	No. births allocated to Connecticut	Year	No. pupils in kindergarten as of Sept. 1	Per cent kindergarten enrollment is of births five years earlier
1935	22,384	1940-41	14,242	63.63
1936	22,371	1941-42	14,519	64.90
1937	22,968	1942-43	15,178	66.08
1938	23,960	1943-44	15,930	66.49
1939	23,733	1944-45	16,367	68.96
1940	25,074	1945-46	17,563	70.04
1941	28,996	1946-47	19,123	65.95
Mean per cent				66.58

Table I indicates that approximately two thirds of the number of children born in any year will appear in the kindergarten five years later. This mean per cent is applied to the births from 1942 through 1947, for which we have accurate data, and to the estimated number of births from 1948 through 1955. Estimates on the number of births were obtained from the Bureau of Vital Statistics in the State Department of Health. Table II presents data on the number of children to be expected in the kindergarten from 1947-48 through 1960-61.

Table II indicates that a peak kindergarten enrollment of about 29,600 is to be expected in 1952-53 and that kindergarten enrollments will taper off at about 24,000 pupils beginning in 1957-58.

2. The second step is to determine the persistence from grade to grade. This is done by determining what per cent the

*Educational Research Associate, Connecticut State Department of Education, Hartford.

TABLE II. Births and Anticipated Kindergarten Enrollments 1947-48 Through 1960-61 in Connecticut

Year	No. births allocated to Connecticut	Year	Anticipated number in kindergarten
1942	37,059	1947-48	24,674
1943	38,880	1948-49	25,886
1944	33,986	1949-50	22,628
1945	33,409	1950-51	22,244
1946	41,131	1951-52	27,385
1947	44,494	1952-53	29,624
1948	42,152	1953-54	28,065
1949	41,000	1954-55	27,298
1950	38,800	1955-56	25,833
1951	37,000	1956-57	24,635
1952	36,000	1957-58	23,969
1953	36,000	1958-59	23,969
1954	36,000	1959-60	23,969
1955	36,000	1960-61	23,969

enrollment in any grade is of the previous grade of the previous year. Kindergarten enrollments and enrollments in grade 1 through 12 for the years 1941-42 through 1946-47 were used as the basis of this series of calculations. The mean per cent of persistence from grade to grade is as follows:

1st grade of kindergarten	142.90 per cent
2nd grade of 1st	93.33 per cent
3rd grade of 2nd	98.59 per cent
4th grade of 3rd	98.85 per cent
5th grade of 4th	99.54 per cent
6th grade of 5th	99.83 per cent
7th grade of 6th	100.09 per cent
8th grade of 7th	95.03 per cent
9th grade of 8th	99.61 per cent
10th grade of 9th	88.05 per cent
11th grade of 10th	79.62 per cent
12th grade of 11th	81.67 per cent

The relatively low persistence of pupils from grade 1 to grade 2 may be accounted for by excessive retardation in grade 1. The increase in persistence from grade 6 to grade 7 may be accounted for by any one or a combination of reasons: the tendency to pass children on to the secondary school and the influx of parochial school children into the junior high schools of larger cities.

TABLE III. Number of Teachers Needed in Connecticut¹

Year	Kindergarten	Grades 1-6	Grades 7-8	Grades 9-12	Special teachers
1947-48	490	5150	1460	2550	100
1948-49	520	5690	1470	2390	100
1949-50	450	6270	1510	2300	100
1950-51	450	6610	1560	2270	100
1951-52	550	6950	1590	2280	100
1952-53	590	7550	1610	2330	100
1953-54	560	8120	1780	2390	100
1954-55	550	8290	2220	2430	100
1955-56	520	8360	2550	2610	100
1956-57	490	8520	2440	3030	100
1957-58	480	8630	2260	3440	100
1958-59	480	8450	2510	3610	100
1959-60	480	8150	2880	3640	100
1960-61	480	7940	2910	3800	100

¹To the nearest 10.

The low persistence from grade 9 to 10, and 10 to 11, may be accounted for by the fact that many pupils reach the minimum school leaving age of 16 years.

The persistence percentages are applied to the enrollments from year to year for purposes of prediction.

3. The third step is to determine, on a basis of the predicted enrollment, the number of teachers needed from year to year. This is done by assuming that each teacher will be responsible for a given number of pupils. This number is called the pupil-teacher ratio. We assume that the pupil-teacher ratio will be 25 to 1, and that kindergarten teachers will have two sessions daily. If the expected number of pupils is divided by 25, by 50 in the case of kindergarten pupils, we have an estimate of the number of teachers required in the public schools each year.

4. The next step is to determine the number or per cent of teachers who must be replaced in the normal course of events because of retirements and withdrawals from the profession for other reasons. We have assumed a normal replacement rate of 5 per cent.

5. The next step is to determine the additional number of teachers needed each year because of increased or decreased enrollments. This is done by subtracting algebraically the number of teachers needed in any year from the number of teachers needed the following year.

6. The last step is to add the numbers of teachers needed to replace teachers who withdraw or retire and the number of additional teachers needed because of increased enrollments and a number to account for the normal replacement of special teachers; i.e., teachers of special classes, nursery schools, and postgraduate classes. Numbers are rounded off to the nearest 10 since absolute accuracy is highly improbable.

Table III indicates the total number of

TABLE IV. Number of New Teachers Needed Annually in Connecticut

Year	Kindergarten	Grades 1-6	Grades 7-8	Grades 9-12	Special teachers
1948-49	55	795	85	-30	5
1949-50	-45	865	115	30	5
1950-51	25	655	125	85	5
1951-52	125	670	110	125	5
1952-53	70	950	100	165	5
1953-54	0	950	250	165	5
1954-55	20	575	530	170	5
1955-56	-5	485	440	300	5
1956-57	-5	580	20	550	5
1957-58	15	535	-60	560	5
1958-59	25	250	365	340	5
1959-60	25	125	495	210	5
1960-61	25	195	175	340	5

teachers needed in each unit of the Connecticut public schools from 1947-48 through 1960-61. Grades 7 and 8 are a type of no man's land in Connecticut, and are therefore listed separately. Either an elementary certificate or secondary certificate may be used in these grades.

Table IV indicates the total number of new teachers needed in each unit of the Connecticut public school system from 1948-49. The numbers are obtained by taking five per cent of the number of teachers in the year immediately preceding a given year and adding to this number the algebraic difference between the teachers needed in two successive years.

Predictions should be refined and recalculated each year as additional data become available and permit the derivation of more reliable data on teacher life, kindergarten enrollment as related to birth five years earlier, and pupil persistence from grade to grade.



SCHOOL FIRE LOSSES STILL HEAVY

Fire is still the major cause of school building losses and is likely to continue unless buildings are erected with fire safe materials and are further protected by safe housekeeping practices. The illustration is the Drachman School, Tucson, Arizona, which burned with a loss of \$150,000.



The Waco Board of Education in Session
Left to right: Dr. Howard Dudgeon, Jr.; Phil E. Teeling; Neil S. Foster; Ira A. Dryden, Jr.;
Ed Berry; Oscar C. Tabb; Oliver Winchell; Superintendent Irby B. Carruth.

Co-operative Progress in Waco, Texas

*Marian C. Butler**

It all began in the fall of 1944 when the board of education and Superintendent Irby B. Carruth of the public schools of Waco, Tex., invited a committee to survey every phase of the school situation: ability of this community of 100,000 population to support its schools, the school plant, services rendered, the faculty, and practices in vogue throughout the system from the first grade through the twelfth.

While the survey was still in progress, the secondary schools entered into an evaluation. The various faculties resolved themselves into committees for the study of the high school service in which each was most vitally interested. For two years the teachers read, discussed their findings in committee and in general faculty meetings, and came to conclusions as to the shortcomings of the Waco high schools in each field of study. With increased knowledge and thought, improvement began. Thus before the visiting committee came to evaluate, the spirit of progress was already at work.

The report of the survey and evaluation was published and made available to the public and to the entire faculty. As it was studied, it became the basis of the present school improvement program.

In the Waco situation, not money, but the lack of it, was the root of much evil. The school board set as its first goal improvement in the financial situation of the Waco public schools. The proposal was to separate the schools from the city government and to have an adequate school tax

rate set. This required two elections. The campaign was ably spearheaded by Superintendent Carruth, staunchly supported by his faculty of 458 and a strong and determined PTA organization. In both elections the school amendments carried by a three to one majority. The people favor progress.

Early in 1949 they will again be given an opportunity to speak when a bond issue is asked for. This will be to provide modern new buildings, additional rooms, auditoriums, and gymnasiums for plants now in use, and an extensive repair program. The school board is confident that the people realize the urgency of the need and will not fail their children.

Modern buildings are desirable; more room is necessary; up-to-date equipment is

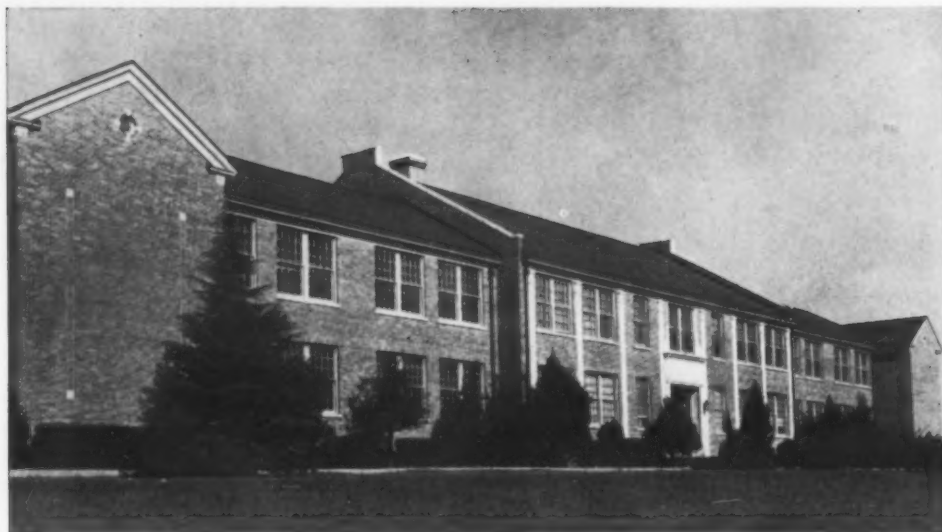
helpful; fresh paint for dingy walls is cheerful; but do these things make the school? That is the question the public asked the administration. "We are for material improvement," they said, "but after all, the teachers are the vitalizing factor. Are they willing to play their part in this educational rebirth you are proposing for the Waco public schools?"

All questions and doubts are answered by what is going on in the in-service learning of teachers. As early as 1945, the teachers themselves organized in-service classes in reading, art, guidance, curriculum making, and international relations. Their verdict was this: "As far as it goes, this is fine; but what about all those teachers who are not studying with us? We can't do much with what we learn unless everybody



The planning council in session. The members are elected by their respective faculties.

*Assistant Superintendent of Schools.



The North Junior High School is typical of the splendid plant which the board of education has been developing.

understands and co-operates to put a program over." This is the spirit behind what has been happening in Waco.

As a result of this thinking, a whole-system study began in the fall of 1947, centering around problems in the field of guidance. The study of the child and his development was the foundation for future work. To apply what had been learned from a wide range of reading and observation, each principal and each teacher wrote a complete study of two pupils. There was great variety here since many chose to study normal children, a few took the exceptionally bright, and others selected those with obvious emotional problems. This was one of the most valuable phases of the 1947-48 study.

Early consideration of an adequate guidance program revealed a lack of information on the personal record card of each child. Cumulative record forms were studied. One was adopted for use in high schools; for the elementary schools, another was devised combining the best features of all those available for inspection plus the ideas of local teachers. The next step along this line is still in progress, namely further reading about cumulative records, discussion of their use by teachers as well as counselors, and possibilities of this information to uncover cases in need of counseling. These records are now being passed from teacher to teacher, from school to school, thus helping to make guidance continuous from the first grade through the twelfth.

In April, 1947, the board of education of the Waco public schools approved a recommendation of the superintendent that a change of organization be made from the semiannual to the annual plan of promotion in the elementary schools and from semi-annual to annual entrance of beginners to first grade. The need for such a change was based on the fact that entrance and promotion policies which had prevailed in the local elementary schools had produced an

excessive amount of retardation and over-ageness. Midyear groups tended to collect an undue proportion of children who experienced nonpromotion.

After a thorough study during the summer by the administrative staff and the elementary teachers of promotion practices in other cities in the United States, a plan evolved whereby all mid-year groups were advanced a half year making only first year, second year, third year, etc., groups in the elementary schools. Approximately 1250 pupils were accelerated under this plan. These groups were designated as

"special groups" and entered a two-year transition period during which they were to remain with the same teachers. These pupils were to advance as rapidly as possible without causing unfavorable effects upon the welfare of any individual child.

In summarizing the results of the first year of the transition program, it was found that annual promotion had reduced appreciably the number of failures in the elementary grades, had eliminated most of the double-section rooms, and had given all pupils an uninterrupted year's work with the same teacher. It is believed that by the end of the present school year all special groups will have been absorbed into the regular groups and that the elementary groups will move forward on the annual promotion basis.

Other problems carefully considered by the school system are grouping practices, causes of failure, reporting to parents, and parent-teacher conferences. The teachers are approaching the subject of reporting and conferences from the angle of establishing better parent-teacher, home-school relations by these means. These and other topics are phases of the over-all personnel program.

When a school system studies guidance with a view to practical application in its own schools, it cannot escape the knowledge that changes in methods of instruction and in curriculum are inevitable. Curriculum study in Waco during 1947-48 was just that, a study of trends, of present offerings, and of their placement, their adequacy, problems that need to be ironed out.



The pupils of the Sul Ross Elementary School working in the school garden as a class project.

By the end of the school year problems were listed and the teachers had grouped themselves to delve into research for solution. They agreed not to try to do everything in one year, but to work at it deliberately and to make the study continuous.

As has been noted earlier, the school improvement program began with a survey and evaluation. The need for expansion of services, change, and progress was evident to all who had participated in the two-year study. The next year was devoted to systematic examination and discussion of current professional literature with emphasis on its bearing on the local situation.

Up to this point the administration had of necessity taken the lead. In the spring of 1948 everyone in the system was asked to fill out a brief questionnaire. The five questions asked were the following:

1. How has the study helped you and your school?
2. What are the best features of the study plan?
3. List the worst feature or features.
4. What feature should you like to see discontinued?
5. How should you like to see the work organized for next year? Suggest freely.

The questionnaires, returned 100 per cent, were studied carefully, and opinions tabulated.

A Planning Council had been formed in the spring to replace the former Guidance and Curriculum Councils. The members were elected by their respective faculties. The superintendent brought the tabulated results of the questionnaire before the



Superintendent Irby B. Carruth

Council for discussion and for their suggestions. Unfavorable comments were given even more consideration than the favorable. Out of this study and discussion grew the school improvement plans for 1948-49.

The Council met again during the pre-school conference, elected officers, and appointed committees. The Steering and Evaluation Committees are to work through the year, and others will be named as needed.

For the work of 1944-46, the Waco schools depended heavily on the extension library of the University of Texas. Each school, however, and many individuals

bought books for their own convenience. In the summer of 1947, when the committee studied the possibilities of making internal improvement an all-inclusive problem it became evident that a professional library was a necessity.

Waco teachers feel a sense of satisfaction in knowing that each one has a part and a responsibility in a going concern. They came back from summer courses and conferences saying, "We are on the right track. We are already working toward what authorities say all good schools should do."

The community is becoming increasingly aware that something is happening in its schools, something which it heartily approves. Take the Parent-Teacher organization as an example. It showed its strength in backing school progress last year. Enrollment in the several Waco units is snowballing to a hitherto unheard of number for the 1948-49 season. The personnel work done by the teachers has received favorable comment in local welfare meetings and state mental hygiene workshops. In recognition of this phase of community progress, the Waco Chamber of Commerce recently appointed its first Education Committee to which four school people were named.

Both teachers and patrons realize that perfection is an ever changing goal far away in the distance. Mutual satisfaction, however, will exist as long as understanding of the child and placing his welfare first continue to be the force that motivates the schools, and as long as layman and teacher move forward together to care for his needs. The invincible power is not you, nor I, but we.

With Newer Methods —

That Spelling Problem Can Be Licked

*Wm. H. Stegeman**

Not only is it possible to build a sound basic program of spelling in modern schools, but age-old spelling problems can be eliminated. Spelling problems must be solved if the challenges of a highly social society are to be met.

These words may seem brazen in the eyes of those who have been mourning the fate of the poor spellers turned out by modern schools.

In old English and early American times accuracy of communication was not a problem for the average man because of the simplicity of the social structure. Since society has become more complex and opportunities for writing have become greater for the average man, more attention has had to

be given to the form of written thought. Through development of the printing press, wider use of the dictionary in standardized word forms, and more demand for writing, the mastery of spelling has become exceedingly important. Today it is necessary for nearly all individuals to acquire the skill of spelling.

Most of the expressed anxiety regarding poor spellers is unnecessary if the important factors involved in spelling are considered carefully. There are six factors which, if handled properly, will form a sound and complete spelling program. These six factors are: (1) vocabulary, (2) teaching procedure, (3) incidental learning, (4) efficient methods of learning, (5) diagnosis of disabilities, and (6) functional spelling.

The Needed Spelling Vocabulary

Strangely enough, aside from a few hundred basic words, authorities have been unable to agree on the words pupils must learn in order to write adequately. In general, needed spelling words are determined by the immediate needs of children, the needs of adults, the types of written work required in vocational and social life, and even by geographic location.

Many lists of words have been published and advocated for use in building writing vocabularies. By providing planned writing opportunities for children and combining these with a variety of enrichment words taken from many sources, pupils will develop adequate writing vocabularies. A child's spelling list should be made up of

*Professor of Education, Chico State College, and Principal of the College Elementary School, Chico, Calif.

the words he needs in writing and enrichment words provided by the teacher. The needs of children and the number of words used in writing will differ from child to child. This means that each child will develop and use his own words. Each child will learn the words he needs to become a good writer.

The true determiner of vocabularies is the interest and desire to write. Through using spelling words in writing the child gains security and confidence. A new word or an old word written incorrectly needs special attention to become useful. Why not use the errors made and the words needed in the child's daily writing as the basis of vocabulary building for each child?

Teaching Procedures

Extensive research has shown that the range of spelling ability and the range of achievement of pupils in any grade are great. Although many successful teaching procedures can be used profitably in group methods of instruction, a successful procedure must pay attention to the individual needs of the pupils and must offer individual instruction as well.

Schools vary widely in length of time spent in spelling instruction and in the total number of words taught. The number of new words taught should depend upon the individual child, upon the size of his word lists, upon the extent to which he writes, and upon the number of reviews necessary. The total number of words each child learns also depends upon the amount of attention given the development of other abilities such as dictionary usage, development of written expression, amount of emphasis upon "the fundamentals" of grammar, and many other variable factors. The amount of time spent on spelling depends upon the extent to which time is provided for spelling. Spelling should be given no more time than its importance in relation to other subjects warrants, but it should receive its full share of the time.

There has been considerable criticism of the word-list procedure of presentation on the basis that it does not embody meaning of the words. There is evidence on the other hand to indicate that words taught in lists produce some advantage over sentence presentation from the standpoint of efficiency of learning. Using and learning the words as they are needed in writing should be the guide for teaching procedure. This is much better than either the word-list or sentence methods of presentation.

Many of our schools still stick to the word-list presentation. The small gain claimed in efficiency does not justify the wide preference given this technique.

Spelling rules definitely have not become an answer to the problem of teaching spelling. A few rules are useful and might well be taught when maturity and progress of the pupils warrant their use. The use of rules should, however, consume only a minor part of attention in teaching spelling.

Opinions differ too widely on the importance of pronunciation, homonyms, synonyms, size of groups, time allotment, and other such items in the spelling program to count on any of these to solve spelling problems.

Two teaching procedures stand out which must be included: an initial method of learning words and a procedure of word maintenance. Many programs do not succeed in giving the child a method for learning his words the first time he studies them. Learning is never attained by some pupils, and others learn their words only after many failures. A good teaching procedure should make sure that each child rapidly and efficiently learns his words the first time he tries. Once the child learns his new

words to the point where he can write them from memory, he must then maintain these words until they become truly a usable part of his regular writing vocabulary. Thus the child needs a planned program of review for new words.

These initial learning and maintenance procedures will be considered in a later article. Likewise, the factors of incidental learning, efficiency, diagnosis of disabilities and functional spelling will be considered in this later article.

In solving spelling problems it must be remembered that a spelling program which requires the mere memorizing of lists of words and the storing of these away for possible use some future date is in reality no spelling program at all.

TODAY, IT IS "WE"

C. C. Trillingham, Ph.D.¹

If there ever was a time when a school superintendent could do a one-man, lone-wolf job of operating a public school system, that day is past.

Because of the many varied responsibilities placed upon public education today and because of the multiplicity of complicated problems that have faced the schools during and since World War II, the schools today stand at the crossroads of American life. Sooner or later, every important problem of the community comes to the desk of the superintendent of schools.

Problems of schoolhousing, salary schedules, personnel, curriculum improvement, and the rest of them are no longer the problems of the superintendent or board alone. They are the community's problems.

Regardless of his training, experience, or personal traits, the school head who attempts to "retain control" in his own strong

hands is doomed to become a bitter victim of circumstance rather than to remain the captain of his soul.

The people of the community who provide the pupils and who pay the bills are entitled to a share in the enterprise. After all, the folks who dip into their pockets and raise more state funds for education, who vote bonds for school buildings, and who vote increased tax rates for operation of school programs have the right to be concerned with the program and the product of the schools.

Likewise, the shortage of fully trained teachers, the public interest in the further professionalization of teaching, and the recent demands of organized teachers' groups have resulted increasingly in the teacher becoming an important member of the team instead of a mere hired hand.

The obvious answer has been for the superintendent, the board, the teachers, and the public to meet around a common table for the consideration of school and community problems. The superintendent is no longer the boss. Rather he is chief co-ordinator in a co-operative enterprise.

It is most heartening to observe a decided trend in some parts of the country toward greater and greater co-operation among those who have a stake in improving the program of the schools.

Numerous superintendents and boards have organized advisory councils consisting of representative lay citizens. Likewise, representative teachers are participating in the deliberations at board meetings and are sharing in the formulation of programs and the solution of problems. All of this is in the right direction and can result only in better educational services to children and youth.

¹Los Angeles County Superintendent of Schools, Los Angeles 12, Calif.

EDUCATION AND PEACE

It is absolutely imperative that all people, particularly educators and political leaders, understand completely, that as long as a single nation uses education as a means of propagating war, it would amount to national suicide for any other nation to go "all out" in education for peace. . . . Peace cannot be taken for granted. It cannot be attained without intelligent planning, extreme effort, and some sacrifice. There is a very real threat of war which must be removed before the efforts of schools throughout the world can be united and focused upon the great task of providing a kind of education that will nurture and sustain international peace.—*Supt. Ivan C. Nicholas, Ladue, Mo.*

What Schoolmen Should Know About Unions *Kermit Eby*¹

During the autumn quarter at the University a colleague asked me to speak to a group of future teachers on the subject, *What Teachers Should Know About Unions*. I welcomed the opportunity. Primarily because it has been my good fortune to live in two worlds, labor and education, at six-year intervals for the past 18 years. And, periodically throughout these years, I have tried to interpret teachers and teacher problems to trade-unionists and trade-unions their role in society to teachers.

Now I am a teacher again after six exciting years as Director of Research and Education of CIO. From this experience and hundreds of sessions with workers, I have gleaned a few impressions of worker attitudes. I pass them on to you for what they are worth. My only request, before you accept or reject my conclusions, is go find out for yourself! The opportunity to meet trade-unionists, and their leaders, is available to practically every teacher. Begin by asking your pupils if any of their fathers belong to unions. Then get acquainted with them, go to a union meeting, pick up some union literature, and read it! Do these simple things and a new world will open to you, and you will not need secondhand impressions such as these which follow.

Teachers and school officials who would know labor should begin with an understanding of the social and economic composition of the larger American community and then follow with an acquaintanceship with their immediate one and they will discover our American community is increasingly becoming one of wage earners — men and women dependent on weekly or monthly pay checks for their daily bread. Most recent figures report 46,000,000 Americans in this category, and the largest component of the group are industrial workers, men and women who produce the goods and services which make our material civilization the envy of the world. Sixteen million of these workers are organized in the AFL, CIO, UMW, the RR brotherhoods, and independent unions. Thousands of the unorganized are being organized yearly, and we can look forward to an organized labor movement of 30 to 40 millions or more in the not too distant future. These millions here, and there brothers around the world, are on the march. Theirs is the base from which the political decisions of uncounted tomorrows will be made. Because this is so true, social science teachers in particular should under-

stand why those individuals and groups who are interested in power for revolutionary ends gravitate to the labor movement, and seek to control it. Included among these groups are the Communists, both Stalinists and Trotskyites, several denominations of Socialists, the Association of Catholic Trade Unionists, etc. When teachers understand these struggles and if possible watch them in process, they will begin to understand what is happening in France, in China, and to a greater or less degree in every nation of the world. They may even understand the nature of the revolution they are living through and which they are called on to interpret almost daily. They may even understand that there can be no peace until the upward-thrusting masses have achieved an equilibrium between their present desires and their ultimate fulfillment.

Status as Impelling Motive

For years, I used to put economic security first as the impelling motive for union organization. I no longer do so. It seems to me status is more important. By status I mean the personality fulfillment which comes with a belief that a man is mastering his job, not being mastered by it, plus a conviction that his organization, the union, gives him an instrument through which he can make his will felt. This drive for status is doubly important for arriving at an understanding of union officers. Usually they are men who have had no opportunity for leadership until a union was formed in their plant. Once, the thrill of leadership and power is experienced a union leader resists any political reversal which would return him to assembly line or punch press; hence, the union bureaucracy. Workers like all other people want to be more than mere automatons. A recent poll best illustrates this frustration of workers; 70 per cent of those sampled where unhappy at their job, while some 85 per cent of an equal number of professional and administrative people said they were happy at theirs. Another study indicated that 46 per cent of management thought wages were the chief concern of workers and contributed most to industrial peace. On the other hand only 8 per cent of the workers believed wages were the first consideration. So, perhaps workers are not too different from creative teachers who receive their satisfactions in their teaching, and who deserve adequate pay primarily because it frees them to develop the more abiding satisfactions.

The desire for security on the part of the workers ranks next to status. By secu-

rity I mean the assurance that the job at which the worker is employed will continue and the pay will be high enough so his family can have all the necessities of life plus some of its amenities.

In other words, mere subsistence is not enough! It is this desire for security which causes men to join unions. Workers believe furthermore as demonstrated in all recent union shop elections that unions contribute to the achievement of this security. In this, there is a marked reversal of the commonly emphasized philosophy stressed in many schools, and believed by too many graduates, namely that a man can achieve his security through individual rather than group effort. It might even be argued that the natural evolution of such thinking was responsible for the results in the last election.

Examination of union programs will show an increasing emphasis on welfare legislation, such as social security, health, minimum wages, housing, etc. Contract negotiations no longer deal primarily with wages, hours and working conditions. So-called fringe issues, such as annual wages, retirement schemes, group insurance, receive increasing consideration.

Social Improvement Asked by Labor

I wonder if teachers and school officials realize that a study of the resolutions of labor conventions stress social questions above all other issues. For example 75 per cent of last year's CIO resolutions dealt with such subjects as U. S. Aid to Education, Fair Labor Standards, Children, Child Labor, Crusade for Children, Women Workers, Safety, Soil Conservation, and Worker's Education. Nor is this emphasis a recent one. Organized labor as every intelligent person knows has the most consistent record of any American group in its support of public education and social legislation. Alert teachers know they can always find allies from among the ranks of the workers when their program needs political support. President Murray of CIO takes great pride in the fact that he served as a member of the Pittsburgh board of education for more than 20 years. Today, his example is being followed by more and more labor men and workers.

This drive for security has less comforting aspects than these I have analyzed. Acquaintance with workers, studying their reactions has convinced me, they will never again accept the consequences of depression as passively as they did from 1929 to 1939. Since 1940, the workers of America have experienced full employment. True it was

¹School of Education, University of Chicago.

only achieved as a by-product of military preparedness, or war and its aftermath, but these war experiences strengthen the workers' conviction that America can and must do as much in peace as was accomplished as a by-product of war and preparation for war.

Thinking trade-unionists believe furthermore that their demands for a greater share of this world's goods is not a purely selfish demand. The maintenance of a full employment economy, at present high levels of production is only possible if the workers as consumers have the money to buy back the goods our machines produced. In other words union leaders say we cannot have mass production without mass consumption, and continuous mass consumption is dependent on an ever closer balance between purchasing power and the volume of goods and services produced. Profits, particularly uninvested and idle ones, labor economists argue, are dangerous in our kind of economy. Hence, the insistence on a balanced relationship between wages, prices, and profits.

It is not the purpose of this article to argue labor's wage case, instead it is my ambition to stimulate teachers and school officials to examine labor's argument and see if there is any validity to its contention that farmers do not prosper unless workers prosper, and small business and professionals—such as doctors and teachers—are more closely allied in their interests to workers than they are to monopoly capital.

Political Action and the Unions

It is at this point, that the greatest struggle is being waged for the minds of teachers. Business organizations send their propaganda to schools emphasizing free enterprise and attempting to identify it with the American way. Labor replies, and contends that human rights always transcend property rights. Teachers who do not want to be propped up by an equal amount of arguments from all sides could make a real contribution to intellectual freedom by examining the issues and publishing their own conclusions for fellow teachers and students.

But more of this later. Political action and legislation naturally follow the formation of strong and alert unions. Interest in legislation is a direct outgrowth of the trade-unionists' conviction that collective bargaining and contracts with management are not enough to insure the workers' economic security. They have experienced too many depressions, have seen too many plants closed by cancellation of war contracts, and have suffered too much inflation to believe that social gains can be protected without legislation.

This mighty emphasis on political action was most recently pioneered by the CIO, but in the last election the AFL was almost equally active. In both organizations tremendous educational programs are carried on to develop an understanding of labor's

program. Schools and discussion groups are run to develop the more advanced, pamphlets and films are used for the beginners, and great rallies are held for everyone.

This education program stresses the moral and civic responsibilities of the worker. Labor, its more responsible leaders believe, "cannot win friends and influence people" if it fails to consider the interests of the total community, nor if it fails to carry its load in the support of and leadership in community organizations. In other words, organized labor must not be satisfied to be a mere pressure group. With power must go responsibility.

Teachers and school officials should know about this growing civic consciousness on the part of labor, particularly, since its development is dependent on a well-developed adult education program. Teachers can be helpful in such a program. They have the goods to sell and the workers need their products.

Ours is a complicated world, so complicated in fact, that I sometimes wonder if any of us can know enough to make intelligent decisions. But we must not be defeated where democracy is weak, the only sole cure is more education and more democracy.

What Unionists Want to Learn

Incidentally, workers have some rather clear impressions about the kind of knowledge they need to be effective trade-unionists. Public speaking, Robert's Rules of Order, and public relations information always rank high in their requests for help. They believe, of course, that one cannot advance in union or political circles unless one can speak fluently, and master the parliamentary techniques. Perhaps they are right.

All this discussion up to this point indicates that the workers both historically and now believe that education contributes an opportunity for advancement and the achievement of a fuller life. To many also it is a tool they can use or their children can use to advance in the social scale. This latter point is particularly true in the case of first generation Americans. I never will forget an experience which was mine some years ago, when I tried to sell South Shore Vocational High School (Chicago) and its in-service training program to a group of Slavic, Mexican, and Negro American steel-worker shop stewards. Their first question was, "Is Latin taught?" On inquiry I discovered, they were determined their children were not going into the shop, and Latin was believed the prerequisite for law and medicine!

Again, it is not this personal faith in education as a means to a greater opportunity for the worker which I wish to discuss at this time, it is rather, the belief on the part of the workers that contemporary education is too much tied to the status quo, and that teachers too often are the hand maids of what *is* instead of what *should be*.

Putting it bluntly, labor believes there is too much of a tendency on the part of educators to gloss over the ills of our acquisitive society. They want more men to eradicate the evils of today, informed, intelligent and aggressive workers, who know their rights and are willing to fight for them.

So, workers feel that schools and colleges and teachers are too much apart from the social order to which (they) the workers belong; too much an agent of the status quo. The more alert unionists are beginning to believe, furthermore, that the knowledge, values, and beliefs which the schools transmit do not bring about the greatest good for the greatest number.

Because of this feeling, labor is determined in the future on being represented on more boards of education, and when informed will seek to ascertain if modern curricula give proper emphasis to labor and its problems, and how labor-management relations are handled in textbooks. Just recently a prominent labor leader indicated to me a willingness to spend a considerable sum of money to investigate bias in textbooks.

What I have said about the elementary and secondary schools is felt many times more emphatically in the case of the colleges and universities and most of the professors. Consequently, there is a marked distrust of the intellectual in the ranks of labor. Even when he casts his lot with us, he is not to be trusted, I have often been told. He (the intellectual) has never voted with his feet, never actually participated in the struggle for a better world.

Recently, however, American colleges and universities have developed a real interest in Worker's Education. And in the future it may be the colleges and their liberal intellectuals who will give America's labor stimulus comparable to that given the British labor movement by the British intellectuals. It is certainly true that we need scientists who have the leisure to do research and arrive at conclusions free from the constant pressure of the daily crisis which prevails in most union offices.

Today, labor is seeking help for its most educational program by supporting a Labor Extension Bill comparable to that enjoyed by the farmers. This legislation would make possible a more thorough adult education program for workers, and its support is indicative of labor's interest in education for self-improvement.

Teachers and school officials also should know that labor's interest in social legislation naturally leads it to an interest in the environmental factors which contribute to healthy children in a wholesome environment. Hot lunches, adequate play facilities, health clinics, proper housing, plus enough wages for Dad so Mother can look after the children are all a part of labor's program.

It was just such an emphasis which

(Concluded on page 80)

Operating Ten First-Grade Classes With Only Five Classrooms *Harold Spears**

10 first-grade classes, and
5 first-grade classrooms!

That's the 2 to 1 formula that faced Principal Mary Nolan and her staff at the Visitacion Valley Elementary School in San Francisco last August as the opening of the new school year drew near. The easiest solution to the problem was to keep half of the children home in the morning and the other half home in the afternoon. In other words — double shift.

That type of thinking was easy for anyone. Double-shifting is being done all over America in overcrowded schools. But Miss Nolan wasn't one to fall for the easiest solution. She had served the Valley for many years, and had seen it grow from a secluded and peaceful little community on the southern border of San Francisco to one of the city's most thriving and bulging neighborhoods. She had served the parents of many of the present crop of school children. The war brought workers, a federal housing project, and many babies to Visitacion Valley. The principal had made school adjustments before. She had always taken care of all the new children. She had never turned one away.

The cafeteria space had long since been given over to classrooms. Then the library and the storage rooms were taken over by classes. Last year the auditorium was finally partitioned into three classrooms. But still the children came. The new bungalows that had been promised for this fall's use had been delayed. They wouldn't be ready for another six months after the opening of school. In the meantime, there was the problem of fitting 10 first-grade classes into five rooms.

Facing the Problem

In a late August conference on the problem, an inventory was taken of the factors in the situation. Besides 10 classes and 5 classrooms there were also — 10 willing teachers, some far-better-than-average weather, and plenty of space around the school. And out of the thinking came what might be called the *in-and-out-of-school program*. Two classes would use each room together, one being outdoors with its teacher while the other is inside. The schedule of the two groups are as follows:

The morning-in groups
9:00–11:45 classroom work
11:45–12:45 lunch (outside)
12:45– 2:30 outdoors program



A class of first-graders ready for a morning of neighborhood study.

The morning-out groups
9:00–10:45 outdoors program
10:45–11:45 lunch (outside)
11:45– 2:30 classroom work

Dr. Herbert C. Clish, superintendent of schools, has encouraged this program from the time it was merely a conference table idea.

A planning meeting at the school, just before the opening of school, brought together the 10 teachers, the principal, general supervisors, and special supervisors of art, music, and physical education. Ideas were pooled. In the meantime a letter went home to the parents of the first graders, explaining the problem and the plan.

Community agencies in the neighborhood, such as the Community Center and the City Recreational Department, consented to offer their facilities for shelter in case the outside study groups were ever caught out in inclement weather.

The Program

California children, by state law, can enter first grade at 5 years and 6 months

of age. Which means that much of the first semester's work in grade one must be readiness-type activities that will eventually lead into the more formal reading, number, and writing programs. First grade teachers are in need of interesting activities for their groups.

It is surprising how many educationally profitable things there are for children to do outdoors, when an enterprising teacher is around. The ten "walking classrooms" have found much to see and talk about — much that has been carried back into the classroom work. For instance, a typical co-operative story that we found in one classroom one morning read:

We went to a nursery.
George saw many red roses.
Joseph saw many green plants.
We saw cabbages and beans.
We saw many pretty flowers.
We saw brown chickens.
We saw white chickens.
Stephen saw a dirt-loader.
We would like to visit the nursery again.

*Assistant Superintendent, Public Schools, San Francisco, Calif.



There'll be lots to talk about in the classroom after watching the cement workers.

Besides the Nursery

The nursery, just two blocks from the school, proved to be one of the most interesting sources of readiness experiences. As reported by one teacher, it even called for a bit of clearing up of misconceptions. One child, on the first trip past the glass hot-houses, told his mates, "This is where they keep the babies."

Some of the most promising outcomes of the walks in the neighborhood, as reported by one teacher, were:

1. Having a greater interest in the things commonly taken for granted, as mailboxes, fire alarm boxes, street names, house numbers, and safety signs.
2. Wanting to know the reason for things, as, "Why is the moon in the sky during the day?"
3. Clearing up misconceptions, as the one about the nursery.
4. Learning to respect the property of others, as not to walk on lawns and not to pull flowers.
5. Appreciating care in homes, as learning to admire clean, well-kept yards and property.
6. Taking the responsibility of leadership for the group. Good leaders always stop at a street crossing; good leaders are always in front of the line; good leaders do not run. Leaders in this class keep their position for one week, unless demoted for violation of the rules; then they go to the end of the line as rear guards and the next couple move up to assume leadership.
7. Finding answers to questions through interviews. They have talked to the street cleaner about his rotating brooms; to the construction crew about the names of their

machines, why they were digging in the street; and to the men who were stenciling the safety signs on the street near the school.

The experiences outside carry back into the classroom program, as indicated by the co-operative story quoted above. Science tables display samples of shrubs, trees, flowers, and seeds. Most of the discussion concerning nature study is carried on during the walks.

Co-operative stories are written around the observation outside, and these stories are usually illustrated. Other art work inside reflects the outdoor program. However, one teacher observed that when her children painted freely in the classroom they reverted to the symbolic level.

The close interest in the steam shovel helping on the near-by lot led to the reading of "Mike Mulligan and His Steam Shovel." The children learned of the many types, and that the one they had observed was really a Diesel shovel.

"Little Black Bug" and "Fuzzy Caterpillar" were two poems that tied in with outside observations, as well as stories about ladybugs, butterflies, pill bugs, and grasshoppers.

Some of the dramatization that ordinarily would have been done inside, became an outside activity. For instance, "The Three Little Pigs" and "Little Red Riding Hood" were staged by one class on a near-by hillside.

Playing games, reading stories, singing songs, drills and games in number work, observing and discussing cattle on the hillside, teaching traffic safety, observing tree and hill formations, noticing coloring in nature, and practicing good manners in

public have been common activities carried forward outside the building.

Most teachers were surprised to find so much number work in the neighborhood. Besides counting children and houses, number lessons have been taken from the numbers on the houses on the street and those on the license plates of the parked automobiles. There have been leaves and petals to count on the plants in the fields. Oral counting by 2's, 5's, and 10's has been done on the hikes. Cards, balls, and bean bags have found their place in outdoor number work.

Vocabulary is extended noticeably. Flats, apartments, houses, and project homes are now common equipment in the language of most of the children. The various materials of construction are commonly noted.

Centers of interest visited on foot in the Visitation Valley neighborhood have included:

1. The firehouse
2. The library
3. The grocery store
4. A farm
5. The railroad yards
6. The bank
7. The nursery
8. The parks
9. The school building project

Advantages and Disadvantages

For the first-semester first graders the in-and-out program is a real boon to readiness instruction. The early entrance age of 5 years 6 months that is law in California invites a broad experience program for the first half of the first grade. In this respect the lack of rooms at Visitation Valley has been an educational blessing in disguise. The second-semester work in the classrooms should reflect the benefits of this outside program.

The "out" part of the in-and-out-program has presented its difficulties. For instance — wet lawns, no place to sit down at times; tired little legs when the walks were too long; limited lavatory facilities; unrest in the afternoon classroom after prolonged outside activity; and the insecurity some children feel in not having a "home base" at their disposal all day. Teachers working in such a program must appreciate the physical limitations of the five- and six-year-olds, and set activities accordingly.

Some of the parents have at times doubted the advisability of so much outside work, but of course they have not had the chance to experience the alternative of having their children at home half the day. For the most part, the patrons of the school have supported the plan.

Teachers generally feel that the group that has the room in the morning has an educational advantage over the one that doesn't come into the room until afternoon. But at the same time they recognize the enrichment that comes from the neighborhood activities.

Likewise there is likely to be confusion in going and coming when two groups and two teachers use one room. Especially, the



Number work out in the field where there are plenty of leaves and petals to count.

teachers of the upper first-grade classes feel a pressure of time in accomplishing the more formal work that their children are ordinarily ready for.

This type of program calls for a certain temperament in a teacher for it is a program that only the imaginative and the energetic teacher can capitalize upon. Each of these ten teachers¹ will soon have a room of her own, for the addition to the building is nearing completion. But once in their new rooms, it is almost certain that most of them will not be content to limit their outdoor program to the recess periods. Five months in the open will have left its imprint upon their methods. The outdoors will continue to come into the classroom activities.

What about the future of Visitacion Valley? This school of over a thousand children is one of San Francisco's 86 public elementary schools. The stork was no stranger in the Valley during the war. Even as the new school unit opens soon, the problem of numbers will persist. More building is planned.

San Francisco has grown from 600,000 to over 800,000 since the beginning of the war. Furthermore birth rates have been high. But the school system has not double-shifted during this growth emergency and

will never do so. It is proud of this record and will fight to maintain it. School buses transport older children from crowded areas to vacant classrooms in the sections of town less blessed with children. The citizens of the city last November went to the polls and approved four to one a bond levy of \$49,875,000 for new school buildings.

While these buildings are going up, we feel that the climate of our city and the temperament of our teachers provide us with the new in-and-out-of-school program as an emergency measure for first-grade classes. It has been proved at Visitacion Valley.

SCHOOL FINANCE AND TAXATION

FEDERAL AID BILL INTRODUCED

A bill to provide federal aid to the state systems of public education in the amount of \$300,000,000 per year has been introduced in the Senate by Senator Elbert D. Thomas, of Utah. Thirteen senators have joined in the bipartisan sponsorship of the bill, which has the support of President Truman.

In accordance with the terms of the bill no state will receive less than \$5 for each child of school age. Allocation of the funds is to be in proportion to the number of children to be educated and in inverse proportion to the wealth of the state. Special funds are to be provided for separate racial groups.

Secretary Willard Givens, of the National Edu-

cation Association, has expressed the hope that the bill will be enacted in time so that its provisions for the equalization of educational opportunity will go into effect when the schools convene in September.

BOND ISSUE SUCCESSFUL

The school board of District No. 50, Westminster, Colo., on December 29, 1948, held a successful bond-issue campaign for \$200,000, to finance a new school building program for the erection of an elementary school and the enlargement of the local high school.

Of the total bonds voted, only \$87,000 will be issued immediately. The rest will be issued as needed in connection with the outlays for the new buildings to be erected.

Preceding the election, the school board and the superintendent of schools made an extensive study of the local community and of the school system, to determine the needs for the extension of the school plant, and the broadening of the school instructional program. The plan worked out by the board of education for the financing of the new buildings is such that an additional burden on old taxpayers will be practically eliminated. An attractive pamphlet entitled, "A Message of Importance to All Residents of School District 50" was distributed among the school patrons and citizens. The pamphlet very effectively called attention to the terrific crowding of the present schools and the necessity of providing new shops, new homemaking and science rooms, and additional playgrounds. The entire study was conducted under the direction of S. Clay Coy, superintendent of schools.

► Hartford, Conn. The school board has prepared a budget for 1949 calling for five and a half million dollars, or an increase of \$590,000 over 1948. The board has asked for an increase of \$394,540 in teachers' salaries, and in other salaries an increase of \$78,336.

¹The ten teachers who have operated the "In-and-out Program" are: Donna Anderson, Mary Barber, Natalie Kennedy, Virginia Sullivan, Virginia Margri, Emelia Restani, Zella Hengel, Chrystal Nicoletti, Louis Galli, and Eleanor Orsi.

The Challenge of SCHOOL BOARD Service

A Summary Statement for the 28th Annual Convention of the Washington State School Directors' Association at Everett, Washington, November 30-December 2, 1948

*J. Burton Vasche**

A school system is just as strong as its leadership. The American people have delegated the direction of its public schools to elective school directors who in turn are responsible for the statement of policies, for the selection of personnel, and for the general supervision of the educational program. The work of the school board is important work for it includes services and activities upon which develop the educational opportunities provided for all of the community's youth.

The key question "What makes a good school director?" may be answered in part by the use of the following check list. By means of this thermometer you may evaluate your own work, with your temperature indicating those areas in which you may wish to strengthen your board service.

I. Are you concerned primarily with the welfare of all youth in the school district?

1. Is every detail in your school system aimed at meeting the needs of boys and girls?
2. Is every youth given full opportunity to develop those skills and abilities essential to happy, successful home and community living?
3. Are democratic procedures utilized in every board relationship and in every part of the school program?
4. Do you make all decisions upon the basis of the greatest good of the greatest number?
5. Do you keep yourself informed as to the success of the school program in meeting pupil needs?

II. Do you know the educational program of your own school system?

6. Are you acquainted personally with all teachers and other employees of your school system?
7. Do you discuss their problems with them in frequent, informal chats?
8. Are you familiar with courses of study, staff bulletins, books, and other materials used in the classroom?
9. Do you visit the school a number of times each year to observe its functioning at firsthand?
10. Does the board have reports on instruction included on the agenda of all regular monthly meetings?

III. Do you, at all times, work with the interest of the community at heart?

11. Is the educational program placed first in all board considerations?
12. Are issues and policies—and not personalities—emphasized in each of the decisions?
13. Can it be said that neither you nor a friend has ever profited materially from your board service?
14. Do you keep the public informed as to board activities—through regular newspaper and radio releases, reports to service clubs and other community groups, and discuss answers to questions from patrons?
15. Does the public know that you are always happy to receive their suggestions concerning the improvement of school services?

IV. Do you look to your superintendent for the professional leadership necessary to successful administration of your school system?

16. Has your board and the superintendent formulated to-

gether clear-cut policies by means of which all responsibilities are clearly stated?

17. Is the superintendent given full responsibility for the administration of the school?

18. Is your main service that of policy making and survey of the operation of the school system?

19. Do friendly relations characterize your board and school system?

20. Do you work through the superintendent in all relations with staff personnel and with parent groups?

V. Does your board follow established business procedures in its work?

21. Do you have regular meetings scheduled for a full year, with times and places included in the written schedule?

22. Are special meetings planned well in advance and held when all members can be present?

23. Does the superintendent prepare a complete agenda for each meeting and do you study this agenda and accompanying materials carefully before you go to the meeting?

24. Is every meeting organized so that a maximum amount of business is transacted in a short period of time?

25. Are all of the board materials arranged in neat and well-indexed, readily accessible style?

VI. Are you active in the program of county and state associations of school boards?

26. Have you paid your membership dues for the current year?

27. Do you attend all meetings of your county unit?

28. Have you done your share as a member and as an officer to make your county association a strong educational agency?

29. Do you read carefully materials sent to you relating to school board service, including reports from your superintendent, from the county superintendent of schools, from the superintendent of public instruction, from the state executive secretary, and other sources?

30. Do you make every effort to attend your annual state conventions?

VII. Do you co-operate at all times with the work and interests of other professional groups?

31. Are you familiar with the program and objectives of the local teachers association?

32. Do you accept every invitation to join with the teachers association and other groups at meetings and dinners for discussion of problems of mutual interest?

33. Does your board invite the leaders of the employees association to work with it on matters concerning staff welfare?

34. Are you active in your co-operation on all legislative matters concerning schools?

35. Are you willing to convert sound suggestions from professional groups into improved school services?

VIII. Are you cognizant of basic national and international problems and the implications which they hold for public education?

36. Do you have a good picture of educational developments throughout the state and nation?

37. Have you taken time to familiarize yourself with the question of federal aid to education?

*Director of Publications, Office of the Superintendent of Public Instruction, Olympia, Wash.

38. Do you know the UNESCO program and have you encouraged your school system to utilize every resource in its furtherance?

39. Does the school board frequently discuss these national and international problems?

40. Have you encouraged teachers to develop sound instruction in the area of democratic citizenship, including an analysis of national and international problems?

IX. Do you keep abreast of trends and needs of the local school district?

41. Have you encouraged the development of comprehensive studies by school staff members of the educational needs of the community?

42. Do you know the facts regarding the employment picture of the community, and the fields in which graduates go upon leaving school?

43. Do you know how effectively teacher time and school building facilities are being utilized at the present time?

44. Do you have the facts concerning enrollment trends and the school population to be expected five and ten years hence?

45. Have you the facts at hand concerning the financial ability of your local district and the means by which this support could be strengthened?

X. Have you established a long-range program for the strengthening of the educational opportunities of the community?

46. Are you providing funds and encouragement for the in-service growth of teachers?

47. Do you have plans made for the broadening of curricular offerings?

48. Are you making long-term plans for the construction of new buildings and new facilities?

49. Is your whole school system sponsoring a concerted drive to interest qualified boys and girls in selecting education as a life profession?

50. Are you dedicated to making your school a driving force in strengthening both community and national life?

The world today is engaged in a struggle between two ways of life. The American public school is the institution which in a large measure will determine the future of free men. The local community by its interest and support of this great institution will contribute greatly to the ideals of peace and freedom.

The school director is in the position of providing the support and direction necessary to the accomplishments of these great ends. The future of the world may well rest upon the work of the school director in his great responsibility as a molder of educational thought and as a leader of educational action.

By your daily activities in your local communities you are rendering distinguished service to America and to the world.

Kansas City Leadership in —

Educational Research and the Expanding Role of Education

Harold E. Moore¹ and Arthur W. Gilbert²

What part will research play in the "expanding role of education?" which is being so widely considered today?

Its proper place would seem to be one of greater importance than ever before. For as schools step outside their familiar boundaries to undertake the direction of learning of all kinds and in widely varied circumstances, they must be careful not to diminish their *real effectiveness*. This caution applies in three connections:

1. The functions added to the role of the school must be thoroughly analyzed to show their relation to a "total educational program," to justify their inclusion in that program, and to balance possible gains against probable losses. In the process of expansion there is always the likelihood that "growing pains" may become "chronic indigestion."

2. With all of the activities into which the school may expand there is the constant obligation to *get results efficiently*. Despite a tendency to minimize "efficiency techniques," particularly in education (because one must not expect to be con-

strained by "efficiency" where children and their personality development are involved) it still remains a basic obligation of school authorities to get the greatest possible return from the funds that are all too limited, to say nothing of avoiding a more serious waste — viz., the dissipation of human effort by those who would teach. Waste of resources — financial and human — is never justified.

3. The expanding staff — necessary to the enlarged function of the school — must be knit together in more than mere additive fashion, if the child is to be well served. What influence, beside a sound educational philosophy, can permeate the school staff to unify and integrate the forces which the school brings to bear upon the child? We believe that a "research attitude," spread quite widely through a school system, can be of great value.

These three points emphasize a responsibility of school administrators — namely, to see that *adequate study* of the educational program parallels every step in its expansion. Such a study — if it is really adequate — will constitute a broad program of *educational research*.

Briefly, then, we see educational research operation as (1) a steadying force in the expansion of school efforts, (2) making possible more objective evaluations, (3) improving the quality of educational services, and (4) furnishing a common method of approach for all members of the staff.

It should be noted in passing that the results of research activities will also be useful in dealing with the lay public, particularly in meeting objections which are apt to arise.

Are educational research facilities of this type available at present in most of our school systems? Are research workers succeeding in their efforts to create the research attitude in large numbers of teachers? Are educational problems getting the systematic and intensive study necessary for their solution? Is there sufficient boldness in tackling our problems, and faith that research methods can help in solving them?

For every schoolman, in connection with his own particular responsibilities, this raises the question, What can an energetic program of research accomplish for each of us; and how can we put it into effect?

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²Director of Research and Curriculum, Kansas City, Mo.

It is common to think of the school superintendent as a *consumer* rather than as an essential *producer* of basic research: to suggest that it is the superintendent's place to *apply* the results of research—adding from his own experience the necessary insights and analyses of current conditions to make sure that the application is sound.

Certainly the superintendent and his staff will be the most important consumers of educational research; but there are good reasons for maintaining that today the school administrator in a large city—and perhaps also in smaller ones—should take especial responsibility for carrying on educational research as an original producer.

There is, first, the fact that many of the problems which should be the subject of research are so conditioned by *local factors* that a *local approach* is necessary—in order to keep the study adjusted to the circumstances that will vitally affect the outcomes.

An In-service Training Help

There is, second, the value attaching to research activities as part of a program of in-service teacher improvement. Participation by teachers in various aspects of a vigorous and practical program of educational research can be expected to stimulate the further development of skilled teachers—perhaps more than by any other means. It will certainly tend to promote curriculum revision in the most wholesome and effective way; i.e., through the direct changes produced in teachers as a result of their share in the research activity. Quoting Peters, "The immense number of well-controlled inductive studies which constitute the findings of a science of education have done relatively little to affect classroom practice throughout the country, at least directly; for they have lain on shelves unknown by the rank and file of teachers. The constructive projects of local application are likely to be put to use at least in the communities for which they were made."³

And third, there is the beneficial effect on the whole school staff which would result from a thoroughgoing development of the "research attitude"—the insistence of basing programs on ascertained fact, the willingness to help search for the facts, and the mastery of the skills necessary to make facts really solve problems. Setting the direction of curriculum changes, suggesting expansions of the school program, even insisting on the de-emphasizing of certain parts of the curriculum, would be made surer and more consistent if such a research attitude were generally operating.

Our point may be summarized by stating that in common with a substantial number of research and curriculum specialists, we believe that one of the greatest opportunities for making appreciable improvement in public education on a large scale is

in connection with research projects sponsored by the school system itself.

This, of course, does not mean neglecting research studies coming from laboratory schools or from any other source. Neither does it mean that the local school system must proceed alone in its research activities. One of the most profitable developments in recent years has been the close working relationship established between school systems and specialized research agencies. Through this relationship, educational problems may be more adequately defined and techniques worked out to produce solutions. It has also been discovered that many skills must be developed in order to make this kind of co-operative research successful. The functions of the local system cannot be taken over by a specialized research agency without definite loss to the local system; on the other hand, most school systems could profit from the special research skills of some co-operating group.

Many instances could be cited of co-operative research activities already under way. One example is the relationship of the Horace Mann-Lincoln Institute for School Experimentation, set up five years ago by Teachers College, Columbia University, with a dozen schools and school systems. Kansas City has been one of the school systems associated with the Institute, and has been exploring the possibilities of developing research activities within the school system and staff itself. Nothing in that relationship has weakened the belief that it has great promise for the improvement of education. Of course, not all of the initial projects have been equally successful, and one of the most consistent criticisms to be made of this kind of activity is that *critical evaluation of procedures and outcomes* is not always kept at a desirable level.

We feel satisfied that worth-while results have been achieved in such matters as a program of work-experience for high school students, in determining some of the skills needed in co-operative planning, in developing critical points in a program of general education, and in teaching health. From all of these activities there have been leads which, if followed up, will result in further desirable changes.

A Strong Staff Needed

From the experience of the Kansas City Bureau of Research, established in 1914 by George Melcher, we have come to some conclusions about the provisions which must be made in order to take full advantage of research as a means to the improvement of education. It is impossible to do more than suggest them here, and of course they will be applicable in different degrees elsewhere.

First of all, there must be an adequate staff, given specific responsibility for carrying on research projects. What constitutes an "adequate staff" will depend on the magnitude of the problems to be studied,

and the speed with which the administration wishes to proceed.

This specialized staff must not be isolated to work apart from teachers, principals, and directors; nor are their procedures to be looked upon as incomprehensible to their colleagues. A large part of the success of the research office will be due to the sympathetic understanding of its program which can be developed throughout the system.

The idea that the research office is only the critical inspection agency of the superintendent must never be allowed to gain a foothold among the teachers. Too often this has been the unfortunate result of concentrating effort on standardized testing programs.

Again, the local research staff should have many stimulating contacts with outside sources and, more important still, a continuous and active working relationship with some specialized nonlocal agency in connection with at least some of its projects. This is too obvious a point to be argued, but the techniques of such a co-operative arrangement have not been too well developed as yet.

Some means must be found for keeping the whole staff informed of what is being done, and interested in the findings. Meetings and bulletins help, but probably more can be done through the personal contacts of an increasing number of directors, principals, and teachers who are actively engaged in the study of educational problems.

In addition to the staff participation in research projects which can be carried on during the school year as an integral part of one's professional service, it seems that some provision must be made for intensive periods of study, at other times when classes are not in session. Planning some phase of a study, reviewing results, writing up descriptions, and making critical judgments require more time than is commonly available during the school year. This statement implies that all of the above-named activities are to be participated in by *teachers*, rather than being the exclusive function of the research staff.

This leads to a final provision which is of paramount importance; namely, a constant high-quality evaluation of the results obtained through research activities. There will be considerable tendency to substitute casual observation and well-intentioned interest for the rigorous technical procedures which must be emphasized in carrying on research, whether in local school systems or anywhere else, if it is to be characterized as a genuine research activity. Unless such a careful evaluation of procedures and results is carried on, the outcome of research projects of this or any other kind will fall far short of our reasonable expectation.

There are other things in education besides educational research, but in our opinion we have scarcely begun to realize the full potentiality of this instrument for the improvement of public school education.

³Peters & Traxler, *Review of Educational Research*, Dec., 1945.

TO YOU TEACHERS

Robert Littler¹

What I shall have to say at the beginning is primarily to be addressed to the new teachers. The rest of you have heard most of it before. You may safely go to sleep. I shall tell your neighbors when to wake you up.

To the new teachers, I say first of all that we are glad to see you. They tell us that there is a shortage of teachers. I read that some districts have a hard time to recruit a full complement for their schools. We are more fortunately circumstanced. We had at least five applicants for every position to be filled. For some, there were more than that. You are here because our superintendent and our principals think you are the pick of the crop. Some of you did not even apply. We went after you because we heard you were good. We expect to like you and we hope you will like us.

You have discovered by now that in this school district the board does not select the teachers. That is the function of the administrators. We think they can do it better than we can. If we ever suspect that this confidence is misplaced, heads will roll and there will be new administrators. Usually the first that the board hears of you is when the superintendent recommends your election; and upon his suggestion, election is almost automatic.

Our Teacher Employment Policy

The same applies to the re-election of teachers during the probationary period. Should any of you be not recommended for re-election, I suggest that you do not approach the board or any of its individual members. You will be wasting your time and ours; and we shall not like it.

In California, as you know, there is a teachers' tenure law. You acquire tenure upon election for the fourth year. Our law is so contrived that when a teacher gets tenure he gets virtually a vested interest in his job. He acquires a right to his salary and also to inflict himself upon the students. Personally, I do not approve of this statute in its present form. But it is the law of the land and we obey.

The point is that if a mistake is made and the wrong person gets tenure, there is a burden grievous to be borne upon the students and the other teachers for years to come. Accordingly we have officially directed the superintendent never to recommend for tenure any teacher unless he is prepared to warrant that the person recommended will make a superior teacher. All

doubts are to be resolved against the teachers.

This is a cold and ruthless policy. Perhaps it is even cruel. But it appears to be the least of the evil choices presented. We intend to pursue it. The schools exist for the children. They are not the private province of the teachers or of the board. It is the welfare of the children which controls us, and not your welfare as teachers. Make no mistake upon that subject. If, within your first three years, you do not satisfy our administrators that you will make a very superior teacher, out you go. Period and paragraph.

You should be warned that our superintendent has a most excellent spy system. You may not see him often. You may think he does not know you. But if you could sit in on the private sessions of the board, while we discuss personnel, you would be surprised beyond expression how much he knows about you. I do not know what his method is. I never asked. But whatever it is, it is a good one.

I have said that we discuss personnel questions in private sessions. This seems to be a kindly thing to do. All of the rest of our business is considered and transacted in public. They say that some boards meet privately to make their decisions, then move out in public to record them. We do not work that way. We struggle with our problems in public and anyone who is curious can watch and listen as we work them out. We have neither the wish nor the time to do otherwise.

An Invitation Extended

You might be interested in attending some of our board sessions. We invite you to do so. We meet regularly on the second and fourth Mondays of each month, and the place is the Professional Library, in the Administration Offices.

Sometimes our meetings are dull. At least they seem so to us, and no doubt they will appear so to you. But now and then we can stage a right smart argument for your entertainment and often our subjects are quite fascinating. During the school year our first item of business at each meeting consists of a report by some group of teachers on what they are doing and why they are doing it. It may be the teaching of English in the junior high one week and the teaching of arithmetic in the third grade the next. You may be asked to participate. Some of you certainly will. We find that this is the most entertaining part of our board work. You will notice that the *Palo Alto Times* always carries an extended story on these reports. We think that is a good thing for you and for the public.

If you decide to come, I can assure you that you will not be conspicuous. A number of teachers attend regularly and some irregularly. I am told that some boards resent the attendance of teachers as an implied criticism of their work. We take it as a compliment. When I first came on the board two and a half years ago, hardly anyone ever came to our meetings. We worked hard; but I often wondered if anyone cared. Now I suppose that we average about 25 visitors a meeting. That makes us think that perhaps we are important and that people do care what we do.

Your Board and Your Work

Of this I can assure you, and I think the older teachers will confirm it, that your board of education is most interested in your work. That is the only reason we are there. I have given serious study to the problem, and I am unable to discover any conceivable advantage that accrues personally to any of our board members from the occupancy of that position. On the contrary, it is very costly to us in time and effort. As an attorney I am accustomed to keeping time records. My ledger sheet shows that during my first year on the board I spent the equivalent of seven weeks' full time on my board duties. Most of this was spent on Saturdays, Sundays, evenings, and holidays, but also a good many business days were sacrificed to the enterprise. Some of my colleagues spend more time than I do.

We think that we can understand most of your problems. At least we have been exposed to enough education ourselves. We ought to understand. You might be interested to know that among the five present board members, there are five bachelor's degrees, three master's degrees, two doctor's degrees, and one engineering degree; there are also three memberships in Phi Beta Kappa and one in Sigma Xi.

Now this you should know, too. We have no spies abroad in the district to report to us on your private lives. We lay down no rules for you to follow. If any of you, and this includes both sexes, wishes to smoke a cigarette in private or in public, by all means do so. If you wish to drink a cocktail or a highball, do so. If you do not wish to smoke or drink a cocktail, do not do so. Please yourselves. What you do is your affair. If any of you girls can wangle some dates, do not feel any compulsion to take them out of town. You can record it that we on the board are in favor of dates; and if we thought it our business at all, we should probably decide to discriminate in favor of the girls who go on dates rather than against them.

¹President of the Board of Education, Palo Alto Unified School District, Palo Alto, Calif. This is an address which was given to the teachers of Palo Alto at the opening of school in September, 1948.

Now there may be a few of our constituents who do not agree with the board about all of this. Some may believe that teachers and administrators, and even board members, should all be civic saints and martyrs. The board members are not saints. We have no intention of becoming martyrs. Certainly we should not prescribe for you exactions that we do not set for ourselves. Should it chance that anyone complains because you lead a normal private life, just refer him to us. We will take care of the matter. One of the uses of a board of education is to run interference for the teachers.

Of course, we cannot change the fact that you are public officials and in the public eye. If any one of you becomes intoxicated and drives a car in a meandering fashion down the left side of University Avenue at high noon of a Saturday, and crashes into three cars killing ten people, why I assume that your usefulness as a teacher would be somewhat impaired. And there is little that we could do about it.

Your Participation in Civic Affairs

You are not required to participate in civic affairs. It is true that many of our people are very active in the community. The principal of the high school is on the City Council. The head of the Physical Education Department has been chairman of the City's Recreation Commission. Others are active in service clubs, the Chamber of Commerce, and in church work. Last night's paper carried the story that the new Palo Alto Bird Sanctuary has been officially named the Jungerman Sanctuary in honor of one of the teachers in the high school. Of course this made us all very proud. (Extended applause). R. J. Jungerman is one of our wisest and best teachers. Those of you who are in the junior and senior high school levels will do well to make his acquaintance.

But these things are not required. They are not part of your job content. All that we ask of you is to teach — to teach better than anyone has ever taught before. It is as simple as that.

A Professional Duty

Now I suggest that one of the first things you should do is to join the Palo Alto Teachers' Association. This is your professional organization, and it performs a very active part in the administration of personnel matters which concern you. I have not been put up to this blurb by the officers of the association. They did not know that I was going to say this; and they do not know what I am going to say from here on. I speak for the board of education when I point out that it is a great convenience to us to have an active association accurately representing all the teachers to which we can refer now and then for advice.

Your association has a salary committee, representative of all the schools, with

which we confer several times a year on questions of common interest to all of us. While the board cannot delegate to them the making of decisions which the law requires us to decide, we solicit their advice and nearly always that advice is followed. For the past several years the salary committee has been very good indeed. They have understood our problems as well as we do on the board. Sometimes we take the advice of the salary committee even against our own better judgment. As an individual member, I did so last year with respect to certain questions concerning the distribution of salary increases. I still think I was right, but I had sufficient respect for the opinions of the committee that I followed their judgment rather than my own.

Then your association has an evaluation committee which will be increasingly important in your affairs. Perhaps you have noted that under our salary schedule, in order to get certain increases, you are required to take additional academic training. For two years this committee worked on a program whereby travel, independent study, outside work, and certain other efforts could be substituted for University classroom study. They conferred at length with the superintendent and several times with individual board members. When their report was presented last spring its adoption was recommended by the superintendent; and the board unanimously made it the policy of the district without any change whatsoever. It is now part of the governance of our schools. The committee is to continue. We expect it to assume the principal administrative work in the execution of the plan.



— Photo by Harris & Ewing
Marjorie Brearton, high-school student at St. Gabriel's School, Washington, D. C., whose original painting was chosen for the cover of the fall, 1948, issue of the "School Savings Journal for Classroom Teachers," which is issued twice each year to the teachers in the nation's schools to promote the purchase of U. S. Savings Stamps and Bonds.

There is another reason for joining the Palo Alto Teachers' Association. It arranges some very good parties. These are not formal teas for cookie pushers. A good time is had by all, including the board members; for they have been good enough to invite us, too.

A Public Relations Responsibility

And now it is time for the older teachers to wake up. For my last words this morning will be of general concern, I hope. You all know that for several years our district has been seriously pressed for funds because of the state laws placing a limitation on our tax rate. Last spring we put to a public election the question whether there should be an increase of 75 cents in the tax rate for a period of five years.

Several times in the past I have suggested to you that the teachers are the ones who make the public relations of our schools. You will also remember that we asked you not to participate actively in any direct campaign for the increase in the tax rate. We did not want anything put over on the district by an education machine. We wanted a genuine referendum. The vote was about five to one for the increase.

We take this to be a considerable compliment to you. As a result we shall have somewhat more money for the next five years and an opportunity to do some of the things which we have heretofore been unable to do. Of course, we still cannot do everything. Actual requests from teachers for this year's budget would have required an expenditure about double the full 75 cents voted by the people.

I have said that this increase is for five years. For the current year the rate will be up about 24 cents. This leaves us some room for further expenditure as our average daily attendances increases.

And this increase is inescapable. For more than a year a committee of the board has been working with a committee of citizens on forecasts and plans for the next decade. In this district we are fortunate in being able to recruit voluntary assistance from very talented constituents. We have on our committee and serving without compensation such men as Ernest J. Kump, who is certainly one of the outstanding authorities on school planning in America, and Dr. John C. Almack, formerly a member of our board and Professor of Education at Stanford. Last spring they made their forecast after a most intensive investigation. It was that we must expect a 50 per cent increase in enrollment in the next five years and a 100 per cent increase in enrollment in the next ten years. This means that during the next decade we shall have to duplicate entirely the present school system of Palo Alto.

This forecast is based upon the assumption of no rapid increase in population in the district. Many of the children are here now.

(Concluded on page 76)

TACOMA SCHOOLS Adopt Internal Audit System and Improved Accounting Methods

Thomas F. Boothby and George C. Roberts, C.P.A.***

In March, 1948, a permanent lay advisory committee was formed under the auspices of the Tacoma Chamber of Commerce for the purpose of advising the Tacoma school board and the superintendent of schools on matters pertaining to finances and budget problems. Three businessmen and two certified public accountants were appointed to the committee.

As its initial activity, a review of the existing accounting methods and safeguards of funds, was selected. The task of the committee was greatly aided and, indeed, made possible by the co-operative spirit shown by the school board and the active support by Superintendent Howard R. Goold and the district's business office. The findings were adopted by the school board and resulted in the

I. Creation of a new position of internal auditor

II. Centralization and control of extracurricular funds, and

III. Partial installation of budgetary control.

A brief summary of the scope of the adopted procedures follows.

I. Responsibilities and Functions of the Internal Auditor

The internal auditor is a salaried employee of the district. He reports his findings to the members of the school board and he is responsible to them. His functions are confined to a review of past transactions, and he is not authorized to enter into the conduct of business in any manner or form. The term "transactions" as used in this connection applies to regular district funds and extracurricular funds alike. The functions may be summarized as follows:

A. Review of transactions:

1. *At the central administration level:*
 - a) Claims (vendors' invoices) — all district funds
 - b) Pay roll
 - c) General fund balances: verification
 - d) Building fund and new desk fund: Verification. (These funds came into existence as a result of special bond issue and millage propositions passed by the voters.)
 - e) Extracurricular funds: Verification of school balances
 - f) Lunchrooms account
 - g) Revolving funds
 - h) Purchasing and stores

2. *At the school level:*

- a) Extracurricular funds balances
- b) Petty cash funds
- c) Lunchroom receipts and deposits
- d) Cash counts
- e) Disbursements of extracurricular funds and for lunchroom purposes
- f) Receipts (miscellaneous)

B. Accounting (recording system):

1. *Improvements at central administration level.*

2. *Uniformity and completeness at school level:*

- a) Distinct systems for each of the three divisions, i.e., high schools, intermediate schools, and elementary schools
- b) Use of accepted standards to insure accuracy of recording and impart educational benefits to those at the individual schools who keep the records.

C. Annual financial reports:

Development of uniform statements for the annual reports which the schools are required to submit on their extracurricular finance activities.

D. Internal auditor's records:

The internal auditor is required to prepare currently and maintain permanently, workpapers which will clearly reflect the extent and nature of the work he has performed.

II. Centralization and Control of Extracurricular Funds

The rules provide that all receipts from any and all student body activities, athletics, publications, etc., shall be deposited in one central activities bank account in the name of the district. This account is maintained separate and apart from any other bank account of the district. Each school carries only one balance with the central business office; and the aggregate of these school balances is on deposit in the central activities bank account. The central business office exercises no control over the number and size of funds which each school maintains on its own books, but the aggregate of all funds of a given school must agree with that school's balance with the central business office. To this end, a monthly reconciliation is effected.

Disbursements are made by checks drawn on the central bank account. The principal (or his delegate) signs in a space provided therefore in the lower left hand corner of the specially printed checks. This signature is not recorded at the bank, and merely serves as authority for two appointed individuals at the central business

office to affix their signatures which validate the check. A running record of each school's balance, receipts, and disbursements is maintained at the central business office to prevent drawings in excess of the balance.

It will be noted that the central business office does not inspect supporting evidence or pass upon the propriety of disbursements, which important function is exercised by the internal auditor.

This construction was chosen to respect the established rights of student bodies to disburse activity funds as they see fit, and at the same time to comply with the recommendation in the excellent publication by the State Superintendent of Public Instruction on "Standard Accounting Practices in School Administration." It is stated there that "the boards of school directors and the officials to whom they assign the task are responsible for safeguarding and supervising the funds of student bodies and special activity organizations. While these funds are not public in the sense that they must be deposited with the county treasurer and withdrawn by warrant, the same care and diligence should govern the supervision of such moneys as is given to public funds."

III. Installation of Budgetary Control

The extent of and need for budgetary control differs with the nature of the various funds. Records relating to funds created by special vote, such as construction and new equipment funds, should at all times reflect unappropriated balances, appropriations and encumbrances, so that no liability may be incurred in excess of the amounts specifically designated and available for the particular purpose. The need for this type of control becomes readily apparent when considering that Tacoma has engaged on a construction and remodeling program involving about eight million dollars and nearly forty schools. A standard municipal accounting system has been installed to meet the requirements.

A somewhat different condition exists with regard to the general fund. Emergency appropriations, adoption of warrant basis, and shifting of unexpended balances from one budget position to another as authorized by law would necessitate a much more elaborate type of budgetary control which would require a material increase in the district's accounting staff. It was felt that this should be undertaken only after the business office had had an opportunity to fully adjust its routine to the changes which were effected.

Economy being a factor, it deserves mention that all innovations — internal auditing, centralization of extracurricular funds and budgetary control — have been brought about through but one addition to the staff, i.e., the internal auditor. The Tacoma School District, it should be noted, operates forty schools, and its general fund expenditures alone, in the current school year, approach the five million dollar mark.

*Internal Auditor, Tacoma Public Schools.

**Associated with Moss, Adams & Co., Certified Public Accountants, Seattle and Tacoma.



The Board of Education at Torrance, California, in Session

Left to right: Superintendent J. Henrich Hull; Carl D. Steele; Mrs. Grace W. Wright; Dr. Howard A. Wood, president; George P. Thatcher, vice-president; Mrs. Evelyn L. Carr; Emmett W. Ingram, business manager.

The Torrance Plan for Lay Participation

*J. Henrich Hull**

What Do People Want?

A board of education is in the same dilemma that President Lincoln so aptly expressed when he said, "What I want is to get done what the people desire to have done, and the question for me is how to find that out exactly." The problem the Torrance board sets for itself then, is a twofold one; that is—

1. To inform the people and answer questions about the school program
2. To receive information, suggestions, and reactions from the people about the school program

The Torrance Educational Advisory Committee, which meets with the school board and the superintendent monthly, has in it representatives from management, labor, business, PTA's, churches, special interest groups, veterans' organizations, and service clubs, and results in a somewhat balanced expression of public opinion.

Lay Reaction

Dr. Howard A. Wood, president of the board has this to say: "Personal acquaintance with 'The Other Fellow' and his point of view will make any of us more understanding and sympathetic with his efforts to meet a problem. The same applies to the relationships of communities and their elected or employed public servants.

"In the vital problems of our Torrance schools this mutual understanding between community, school board, and administration is being met, to a large degree, by the committee and we feel that it will have a great part in fitting our school development to the

*Superintendent of the Torrance Unified School District, Torrance, Calif.

needs and desires of this community."

Mrs. Florence Miller, from one of the outlying communities in the district says: "There it is possible for us to meet the administrative staff, the members of the board of education and some of the teachers of the Torrance Unified School District. There, too, we met other patrons of Torrance schools. They voiced a few complaints, too. It eased our pain a little to know that we were not alone.

"I believe that a friendly, co-operative liaison has been established between Torrance schools and the people of Hollywood Riviera that could not have been accomplished in any other way."

Mrs. Evelyn Carr, member of the board of education and secretary to the Torrance Educational Advisory Committee says: "Our advisory committee stimulates PTA presidents to seek the very best in their own PTA programs. It provides the background for thought-provoking discussions out of which ideas and planning by the community may itself be formulated."

Robert Plomert, Jr., of the Torrance Industries Tax Committee says: "Industries within our city have become more conscious of the needs of our school system and have willingly supported a school program which will insure the most efficient and economical education of the children of Torrance.

"In our modern communities complex problems of modern living arise. It is fitting that a device which closely parallels in its philosophy the democratic approach of the 'Town Meeting' should be our means of solving such problems."

Mrs. Grace Wright, member of the board of education and moderator of the Advisory Committee sums it up as follows: "Some

members are there because they want good schooling for children, others are interested in Americanization, religious education, the health program, or in complex problems of school financing. It is this wide variety of interests that makes the group so valuable to the board."

George Thatcher, vice-president of the board of education says: "The Advisory Committee is a liaison group between the board of education and the public as a whole, which tends to create harmonious relations between the public and the school system. It materially assists in keeping the public informed as to the problems in operating the school system."

Carl Steele, a member of the board of education says the committee provides . . . "an opportunity to feel the pulse of the public pertaining to needs of the schools. It serves as a co-ordinating medium, and is an asset to our board."

Experiences in Group Dynamics

When financing of the school building program was under consideration by the board of education, the program was reviewed and discussed with the Advisory Committee. The members in turn took it up with their organizations and returned to the next monthly meeting with official approval. The Advisory Committee after discussion passed a resolution requesting the board of education to present the matter to the people for decision. The bond program was virtually requested by the people and the opportunity to vote provided by the board of education. The million and a half dollar bond issue carried nearly four to one in a town that never in its history had been known to pass a bond issue either for city or for school purposes.

Professional Approval

Dr. Irving R. Melbo, professor of educational administration and educational consultant from the University of Southern California, and Dr. C. C. Trillingham, Los Angeles county schools superintendent, have recommended the use of Advisory Committees by boards of education and have made several suggestions for improving the structure.

Stability Reservoir

The schools have an organization through which they talk to the community and the community has an organization through which it talks to the schools. This body of citizens is becoming well informed on school matters and represents a potent stabilizing influence.

They are not swept off their feet by false rumors and as individuals they have a good many intelligent answers for special interest groups and individual citizens concerning school matters. They are a reservoir of stability. They have been a needed unifying factor for the various elements, groups, and communities within the 19 square miles of the city and school district boundaries. The board of education, as the fountainhead of public action, feels very fortunate to have the aid and counsel of this group on important matters.

One arrives at the conclusion that the word for the whole process seems to be *understanding*.

As this is being written the membership is answering a questionnaire to be used as a

basis for arriving at what the community thinking is in relation to the instructional program of the school system. The roll is taken by signature at every meeting. Question box forms are provided for written questions at every meeting.

There is much to learn about the "do's" and "don'ts" for those of us who have been studying the organization closely. It appears that these organizations have to be nursed along at first by someone who really believes in democracy and avoids using the organization as a tool for purposes of control. A lot of understanding results from groups with different points of view just facing each other across the table. Sometimes problems dissolve before they get into the hands of the schools as problems.

A Democratic Method —

The Faculty Helps Select the Assistant Principal *Milton J. Cohler, Ph.D.**

Long in advance of the date of his leaving, it became known that the assistant principal of our high school was scheduled for promotion to the principalship of one of the Chicago elementary schools. The assistant principal is a full-time administrator whose salary is substantially in excess of other faculty members, excepting the principal. The position is secured by appointment of the general superintendent of schools upon the recommendation of the principal; and it is customary, though not required, for the principal to select for candidacy a member of his own faculty. The writer is the principal who was faced with the problem of making the recommendation.

When it was reported to us that the assistant principal would be leaving within the year, the writer made a plan for faculty participation in the selection of a successor. Since the plan of selection involved considerable discussion and work while the assistant principal was still a member of the faculty, it was presented to him first and his permission secured to carry it out. Then a special faculty meeting was called to set forth the plan to the faculty. The section following is a condensed version of the writer's statement to the faculty at this meeting.

Statement of the Principal to the Faculty

"The position of assistant principal in a public high school is freighted with the public interest. The selection of a person to fill such a position is a task to be carried out in the interest of the public, and private wishes must be subordinated to the general interest. Thus the personal preference of the principal and the desire for advancement on the part of any individual teacher must be subordinated, or ignored, in the public interest. A

principal is no more justified in selecting his assistant because of friendship or personal preference than a candidate for the position would be in trying to secure appointment through methods other than the evidence of fitness.

"The principal is asked for his recommendation because he is presumed to have special professional knowledge of the qualities needed for the position and he must depend upon the assistant principal to carry out school policies. In similar strain, teachers have professional knowledge of fitness, and school policies in a democratically administered school are developed by the entire faculty. To be sure, the principal has the final responsibility for the recommendation, but the ability to give full consideration to the advice of the members of the faculty and to guide that advice along professional lines is one of the marks of his competence for that responsibility in a school based on the democratic ideal. The opinion of students and the general public will be reflected in the advice of the faculty if a suitable instrument is developed for guiding that advice.

"Every faculty member is invited to participate in the selection of an assistant principal, although nobody need feel constrained to take part in the project. Although the principal has no intention of shirking his responsibility in making the final recommendation, he is confident that he will make a better recommendation with faculty advice than without it. For the same good reason that teachers expect the principal to use objective criteria in making his selection, each teacher giving advice will be expected to base it on definite objective factors. A rating scale is to be constructed upon which to base judgments.

"Therefore, I am asking that, first of all, each teacher who is willing to participate give

me a written statement describing the five most important qualifications for an assistant principal of Waller High School. Do not include the general superintendent's prerequisites of a master's degree in education, or its equivalent. Do not include such items as sex, race, religion, national origin, departmental major subject, or any other group characteristic. We are concerned only with individual characteristics which are essential for success in the work to be done.

"A faculty committee will construct a rating scale from the lists of qualifications you submit. Each teacher will be given a copy of the scale, and when the time is appropriate will be invited to submit a recommendation. I shall use the advice given me in arriving at a recommendation to the general superintendent."

Steps in the Process of Selection

During the faculty meeting questions and suggestions were solicited. A final date was set for turning in the lists of qualifications. During the next two weeks, bulletins reminded teachers about the project. Altogether, slightly less than a third of the teachers submitted lists of qualifications. A faculty committee for the making of a rating scale was next selected. It consisted of the principal, the assistant principal, one class adviser selected by the principal, and two teachers selected by the Waller Teachers' Council.* At its meeting the committee decided which of the items submitted by the teachers to include in the scale. Every item included had been suggested by a number of teachers and was also approved by the committee. A subcommittee consisting of the teacher members of the committee

*Waller Teachers' Council includes all teachers of Waller faculty. It excludes the principal and assistant principal. Its functions are teacher welfare and social activities.

*Principal, Waller High School, Chicago.

then composed the scale. The principal composed the "Directions for Rating" which became the first page of the rating scale, given below.

A SCALE FOR JUDGING AN ASSISTANT PRINCIPAL, WALLER HIGH SCHOOL, MARCH, 1948

Directions for Rating

In utilizing the judging scale, consider the qualifications in terms of the duties of the assistant principal given below:

Duties of Assistant Principal

1. Organization and supervision of the school schedule
2. Daily checking to see that all teacher assignments are being filled, including the placement of substitutes
3. Responsibility for all discipline cases arising outside of class or study, as well as discipline cases referred by advisers to assistant principal*
4. Supervision of statistical reports
5. Interviews with special new entrants*
6. Special assignments, including community contacts, among other things

Duties of Principal

1. Policy making
2. Public relations
3. Director of administration and guidance
4. Personnel—assignment of duties; problems
5. Supervision of curriculum and instruction
6. Special pupil problems
7. Building, equipment, books, and supplies
8. Liaison with maintenance staff
9. Reports—annual; failure; special

Rate as many people as your offhand judgment suggests as being sufficiently qualified to be worth the effort of rating. Include people who have left in the past year, as supernumeraries or because of branch closing. Score each numbered qualification—not the descriptive sentences which explain the qualifications—as follows:

- 5—outstanding
- 4—above average
- 3—average
- 2—below average
- 1—exceptionally poor

Anybody rated as 1 on any of the qualifications should not be considered further. Make a total score for those whom you rate not less than 2 on any of the qualifications.

When specific name recommendations are asked for give one name only, if you can conscientiously. If you must give more than one, make the names as few as you can.

QUALITIES AN ASSISTANT PRINCIPAL SHOULD POSSESS

I. Liaison

1. Able to maintain a good relationship with the faculty which would enable the assistant principal to act as liaison between the principal and the rest of the faculty
2. Liked and respected by faculty
3. Helpful as a leader and as an aid to the principal and teachers in carrying out programs that have been planned democratically

II. Guidance

1. Having sympathy with and an understanding of human motive which results in having the "guidance attitude" with relation to pupils
2. Approachable, willing to work democratically with pupils and teachers
3. Able to adapt the organization to the needs of the individual

III. Fairness

1. Having a degree of objectivity toward the work that would result in fairness toward everybody, even in cases where one's personal feelings toward an individual are antagonistic
2. Free from racial and religious prejudice
3. Able to see and respect other points of view
4. Able to arrive at logical conclusions

*Adviser or attendance counselor may choose to refer a given case to the principal or assistant principal.

IV. Organization

1. Excellent in organization and record work with the ability to give meticulous attention to details
2. Able to take initiative in devising more effective procedures

V. Health

1. Possessing the physical and emotional stamina to go up and down stairs on short notice and to take all the psychologic bombardment that goes with the jobs with relative composure and equanimity

VI. Discipline

1. Firm in demanding observance and enforcement of rules
2. Reasonably aggressive in the pursuit of a well-disciplined school
3. Able to maintain good discipline through establishment of friendly confidence with teachers and pupils, rather than through fear

VII. Cultured Personality

1. Reflecting good social training in matters of speech, dress, and manners
2. Possessing dignity, poise, tact
3. Having no distracting qualities

VIII. Sense of Responsibility

1. Dependable to the extent that the principal can place confidence and trust in the feeling that the burdens and responsibilities of operating a school can be shared
2. Reliable at all times in giving complete acceptance and support to the policies of the principal
3. Faithful in executing those policies, refraining from adverse comment in case of disagreement, after a policy has been instituted
4. Willing to work after hours when necessary

IX. Variety of Experience

1. Broad teaching experience
2. Successful division and classroom teacher
3. Practiced in human relations
4. Possessing a background of practical and successful living

X. Integrated Personality

1. Possessing personal and professional integrity
2. Able to maintain balance when endowed with authority
3. Able to give and take constructive criticism
4. An even tempered disposition, neither timid nor arrogant

XI. Decisiveness

1. Able to make prompt, careful decisions
2. Resourceful in controlling problematic situations

XII. Interest in Welfare of School and Pupils

1. Genuinely interested in community achievements, resources, and problems
2. Willing to co-operate in school and community activities

XIII. Explicit Philosophy of Education

1. An ever sound and unflinching conviction of the direction and purpose of the school, unobscured by the minutiae and pressure of organizational detail
2. Aware of the responsibility of the school in training youth for a well-rounded life and for citizenship in a democracy
3. Able to see the relationship of the many sides of our high school program to the pupils and the community

XIV. Insight

1. Highly intelligent, able to appraise people and situations with discernment.

Each teacher was given a copy of the rating scale and invited to use it *privately*. It was repeatedly emphasized that no report on scores need be made—that the only purpose in the utilization of the scale was as a guide to the person using it. (It will be obvious to the reader that those who submitted their list of five qualifications and those who partici-

pated on the rating scale committee probably experienced growth in their insight into the problem and ability to be objective in such an undertaking.) Questions about the use of the scale were solicited and discussed. Teachers discussed the use of the scale earnestly with each other.

When the time arrived for securing advice from the faculty a memorandum was given to each teacher, (1) outlining the qualifications set by the general superintendent for the assistant principalship, (2) explaining the certainty of the incumbent's appointment to an elementary principalship, and (3) soliciting written recommendations based on a canvass of the faculty with the help of the "Scale for Judging an Assistant Principal."

A reminder was placed on the school bulletin board soliciting the advice contained in the memorandum. In all, 26 recommendations were received out of a possible total of 70. (Principal, assistant principal, and substitute teachers were not included.) However, an analysis of the recommendations and conversations with some teachers indicated that the percentage of returns was better than simple arithmetic would suggest.

Not a single teacher who considered himself a candidate for the position turned in a recommendation. Some teachers did not make a recommendation because they felt that so many were qualified that the recommendation would be of no value. These are the missing recommendations accounted for by a high standard of professional ethics. Added to the 26 recommendations received, they would make a total figure somewhat over half of the possible total.

Of the 26 recommendations, 11 contained only 1 name, 12 contained a first and second choice, and 3 contained 3 or more names. The really gratifying aspect of the results is that only 6 names out of a faculty over 12 times that number were submitted—and *every one of those 6 was on the writer's list of people deserving careful consideration for the position*. This is hardly a coincidence. The only reasonable inference is that the method of creating and utilizing the rating scale caused those submitting recommendations to be highly objective. The results indicate that five of the six people recommended are considered best qualified by a large segment of the faculty, assuming that the 26 responses (37 per cent) are a fair sampling of the entire faculty.

Since there were five people considered desirable candidates by the principal and teachers, the principal limited his consideration to these five. The probability is good that most of the faculty will believe that whatever final recommendation is made is a fair and well-considered one. The probability that the person chosen for the position will succeed is considerably enhanced because: (1) The principal learned a great deal about selection in the process. (2) The teachers have acquired a greater degree of objectivity in the selective process. (3) The teachers are likely to want success for the person they have helped to choose.

The Superintendent's Salary

The Use of a Formula to Determine It

Otto W. Haisley¹

In the May, 1948, issue of the *SCHOOL BOARD JOURNAL*² an article under the caption "A Formula for Fixing the Salary of the Superintendent of Schools," were presented certain criteria deemed to have significance in determining what the salary of a school superintendent should be. An effort was made to develop a plan for weighting these factors and including them in a mathematical formula.

¹Superintendent of Schools, Ann Arbor, Mich.

²Because of the general interest in this subject, Superintendent Haisley has been requested by the editor to follow the original presentation of this subject with a second article. The present article is in compliance to that request.

Basic in the idea of this formula was the belief that the salary of the superintendent should bear a definite relationship to the salary of the teacher of the school system which both served. By weighting certain significant factors, it was believed that such a relationship could be rather definitely established. Once this was done, the rest would be largely a matter of computation. The formula as presented had been tried out in many school districts and adjustments made in it before final publication.

The responses to this article indicate many school boards are puzzled over the question what the salary of their superintendent should

be. Many a fair-minded and honest board which has confidence in its superintendent and whom it regards as satisfactory, wants to do what is fair in fixing the salary of its chief executive. How to do this has been a problem.

Many school superintendents likewise seem to believe that something should be done about this problem for they have applauded the efforts made to work out something definite that has a bearing upon this issue.

The Association of School Administrators of Michigan have used the data in the original article in preparing a folder for use by school board members and by citizens of their state. Following is a reprint of the folder:

Formula for Fixing the Salary of the Superintendent of Schools

Endorsed and Published by the Michigan Association of School Administrators, 1949

FOREWORD

School board members frequently raise the question, "What should the salary of our superintendent be?"

A formula has been worked out which has been of assistance to boards of education in answering this question.

This formula is based on the principle that there should be a definite relationship between the salary of the superintendent and the salary of the teacher. In developing this formula an effort has been made to determine this relationship.

There are six factors involved in the formula. The first of these factors credits the superintendent with a status equal to that of the teacher.

Factors 2, 3, 4, and 5 represent four measures of the magnitude of the superintendent's responsibilities as the chief executive of the school system. These four factors are matters of arithmetical computation.

The sixth factor is based on an evaluation of the services of the superintendent by the board of education. No effort is made to guide the individual board in how it shall do this. Each board will have its own criteria for judging and it will apply these in line with its own thinking and standards. This may likewise include length of service.

It is assumed that any individual who, as superintendent is entrusted with the leadership of a school system has better than average qualifications for functioning in a school situation.

The weighting of the personal equation factor should be looked upon, therefore, as ranging from good to very excellent, the .05 appearing in the formula representing good and running up to 1, as representing what an individual school board might consider very excellent.

The six factors that go to make this formula are each given a weighting. The sum of these weightings constitutes the index number of the superintendent. These six factors are set forth on the opposite page.

ELEMENTS OF FORMULA SHOWING RANGE OF WEIGHTINGS

I. Base Index Number Credited to Every Superintendent

Use 1. The number 1, is the base index and represents the salary of the teacher at the maximum on regular salary schedule with a degree comparable to that of the superintendent.

II. Pupil Membership

Use the following table to arrive at the weight to be given for this factor:

Up to 1000 pupils in school system	.4
1000 to 2000 pupils enrolled	.6
2000 to 4000 pupils enrolled	.8
4000 to 8000 pupils enrolled	1.
8000 to 24,000 pupils enrolled	1.2
24,000 to 100,000 pupils enrolled	1.4
100,000 and up	1.6

III. Number of Teachers Employed

Use the following table to weight this factor:

15 to 125 teachers	.2
125 to 500 teachers	.3
500 teachers and more	.4

The lower limit for teachers employed is here placed at 15 because there has been inadequate testing to the formula in small school districts.

IV. Wealth of Community

Weight according to the following table:

For each 1 million dollars of assessed valuation up to 10 million dollars	.005
For each million dollars in addition thereto up to 400 million dollars	.001

V. State and Federal Money Received by Local School District

Weight according to the following table:

For each \$25,000 or portion thereof, up to \$200,000 which is received from such aid	.005
For each \$100,000 thereafter or portion thereof, up to a total of 1 million dollars	.005
For each 1 million dollars of the next 10 million dollars	.02

VI. Personal Equation

This calls for an evaluation of the superintendent by the board of education according to such criteria as a board cares to use. The range of this factor is placed from .05 to 1—good to very excellent—representing the board's judgment of personal and professional competencies in the superintendent.

APPLICATION OF FORMULA

Add the results of the six computations to secure the index number of the superintendent as compared with the index number of 1, that of the teacher at normal maximum according to salary schedule. This index number of the superintendent as against 1 represents leadership, responsibility assumed by, and time demands on the superintendent beyond what is normally demanded of the teacher.

The following is an example of the application of the formula to a city with a population of 18,000, having an enrollment of 3100 pupils, 120 teachers, property evaluation of \$18,000,000 and receiving state aid of \$177,000.

- I. 1.0 Base index number
- II. .8 Credit for 3100 pupils
- III. .2 Credit for 120 teachers
- IV. .058 Credit for property valuation \$18,000,000
- V. .04 Credit for state aid of \$177,000
- VI. .2 Assume this to be the credit for personal equation

2.298 Index number for superintendent
\$3,400 Maximum salary of teachers

$\$3,400 \times 2.298 = \$7,813$ — Reasonable maximum salary of superintendent on basis of rating of .2 (Item VI — Personal equation) given to superintendent by board of education and the prevailing salary schedule in the community served by the superintendent.

¹AMERICAN SCHOOL BOARD JOURNAL, May Issue, 1948.

Not a Mathematical Formula

Let it be said that a formula of this kind is not in the same class as the mathematical formula " $\pi R^2 = \text{Area of Circle}$."

No one has ever proved scientifically and absolutely that the superintendent has a function, a responsibility, and a value in and to a school system equal to that of two or two and one-half or three teachers or any other number of teachers. Nor will this ever be proved in the sense that " $\pi R^2 = \text{Area of Circle}$."

There is, however, the factor of common thinking and practice among American school boards. This common factor has established a differential between the salaries of the teacher and the superintendent, for the school boards are paying superintendents salaries beyond the salaries paid to teachers. What, in the minds of school board members, is this extra payment for? This in general may be summed up in three categories, viz. (1) leadership, (2) responsibility, and (3) time demands. The first two of these imply competencies, professional and otherwise, above the average.

One has but to examine general practices in other fields in American life to find that the pattern followed in schools in this respect finds an exact counterpart. It is a well-established employment principle to pay an employee for these three contributions.

What this differential shall be will grow out of the common thinking and practice of those who are entrusted with and close to the fiscal and educational policies of our schools.

This formula is presented not with any Einsteinian scientific approach but rather with the belief that there are some factors that are already recognizable, some practices that are followed, and some principles that have been established. It attempts to seize upon these in order to give guidance to board members and superintendents as well as backing and security in what is done relative to the salary of the superintendent.

Actually, however, the same inducements that raise the quality of teachers, would probably be effective in attracting a better quality of men to prepare for the school superintendency. And is there anyone who would champion the statement that this would be a bad thing for the schools and youth of America?

Questions Arising Out of Higher Teacher Salaries

Since the publication of the formula some questions have been raised. One superintendent raises the question, whether, with salary schedules making provisions for \$5,000 teachers, the superintendent's salary computed on this base would not be too high. The writer has always taken the position that the greater the investment in the teacher the greater is the need for intelligent leadership—simply to insure that greater returns accrue from the greater investment.

This principle is very generally recognized in the business world and the writer knows at least one school board that has shown a willingness to make investments that give promise of guaranteeing their money's worth from increasing investments in teacher personnel.

The \$100,000 race horse is a greater responsibility than the \$1,000 critter. He represents a greater investment, and many things must be done to him and with him to insure

ample returns on the extra investment made in him. These things call for understanding and planning of a high order. Those who can furnish these qualities are not easily found.

If we could borrow a principle from the business world, we would not need to worry about the \$5,000 A-1 teacher, but it would be a worry whether we can find enough superintendents really qualified to furnish adequate leadership to maintain such a high powered individual at maximum efficiency.

If we pay teachers \$5,000 we must assume they are worth \$5,000, but we do know that a \$5,000 teacher may easily deteriorate to a \$3,000 teacher if conditions are not favorable. And certainly no one factor contributing to a teacher's efficiency is more important than good administration and good leadership. The underlying principle here applies to all walks of life and not merely to the teaching profession.

If we were again to go into the business world for standards and guidance in respect to the compensation paid for leadership and responsibility, we would find a great discrepancy between the recognition, monetarily speaking, given to the more responsible persons in business and industry and the more responsible persons in public education.

It would seem from a careful examination of all the facts that moving up the salary of the teacher from \$4,000 to \$5,000 does not change the validity of the formula. If it has validity in the first situation it has validity in the latter. And certainly there are all kinds of support for the salary arrived at if one steps over into the business world for confirmation.

Now it may be that too much emphasis has been placed in this discussion on the differential between present-day salaries of teachers and their salaries of a few years ago. It must be kept in mind that much of this salary increase does not represent an increase in real wages. It is only an increase made to keep up with the cost of living. But it must likewise be kept in mind that salaries of superintendents have lagged greatly, percentage-wise, in the economy that has developed in America in the present decade. In terms of buying power their salaries are less than ten years ago.

The Personal Equation

There has been some questions raised about the range of credit given in the formula from .05 to 1. for "personal equation." Some people do not believe that a board would want to employ a person at the low end of the scale.

It must be considered that, by and large, the person who is selected as superintendent has had to jump some difficult hurdles. Particularly is this true at present. School boards have grown more intelligent with the passing of the decades. People, too, are more generally educationally minded. Standards for superintendents have risen. A greater effort is being made to seek out real professional leadership in the selection of a superintendent.

The superintendent once selected is then to be judged as a *superintendent* and the way he functions in such a situation. The .05 individual must be a very high grade person, professional and resourceful, to have achieved that rank. If he isn't such a person, he should never have been selected for the position. The .05 therefore on the scale represents a strong resourceful individual. The range .05 to 1 represents degrees of excellency, or good to very excellent. No attempt has been made to

set up any criteria which would dictate how any board would evaluate its superintendent. It has been suggested that some boards may want to give thought to length of service in considering this factor.

What Maximum to Use

Another question raised in connection with the use of the formula has been what salary in the teachers' salary schedule should be chosen as representing 1. In a few cities there may be several maxima and in some cities a cost-of-living adjustment is a part of the schedule.

The writer recognizes that conditions vary slightly from city to city and from state to state with respect to this item and perhaps with other items in the formula. It is recognized that while the formula may fit into the general picture, yet there may have to be adjustments to fit local state situations. But even at that there is presented a base for consideration, a place from which to start and a promise for an outcome in which there is more logic, more impersonality, more justice, and more uniformity.

Take the case of a certain large city, having 700 or 800 teachers, in which there is a cost of living adjustment. This amounts at present to \$1,375. The maximum base salary is \$2,750. Let us say the superintendent's index number in the formula is 3. What is the right and equitable way to figure the superintendent's salary? Shall it be $3 \times \$2,750$ and then add \$1,375 to give \$9,625 or shall it be $3 \times \$4,125$ (sum of \$2,750 plus \$1,375) to give \$12,475?

Or take the case where there is more than one maximum. The question what salary of a teacher to use as the base, or 1., may pose more of a problem. And this question has been raised by a few individuals. In the formula here presented, the maximum salary in the normal schedule is used. The question is raised that the maximum salary may and does differ many times for men and women, or that there may exist a supermaximum based on merit. Two or three individuals who accept the formula idea believe this question could be met by taking the average salary of teachers and use this as a base in the application of the formula.

Let us say that once having agreed that the general principles set up in the formula approximate right, it must be presumed that the board and the superintendent could agree on a plan to be followed to meet the exigencies of any particular case.

A Guiding Principle Better Than None

A board is entrusted with the right to determine the salary of the superintendent. Most boards have in the past done this without much guidance. This was not because they didn't want it, but because no plan had ever been worked out that supplied it. This has led to great variation in salaries and real inequities.

Even though adjustments have to be made to meet certain individual cases, we would be much farther ahead, boards and superintendents alike, if we could agree upon and adopt some guiding principles such as are set forth hereinbefore.

Enough superintendents have expressed themselves on this issue to convince the writer that there is a real need for the objective which was attempted in the development of this formula.

At least one state school board association

(Concluded on page 70)



The McCall Nursery and Kindergarten, El Paso, Texas. — Carroll & Daeuble, Architects, El Paso, Texas.

The McCall Nursery School Program

*C. W. Webb**

The purpose of the McCall Nursery School is twofold. First, it was planned to provide first class care, guidance, and training for children of working parents, with a preschool program at the kindergarten age.

Second, it was planned to provide a training center for mothers, as well as for high school homemakers.

*Director, Special Activities, El Paso Public Schools.

While preference is given to children both of whose parents must of necessity work, the nursery hopes to accommodate all children within the age bracket whose parents desire this service.

McCall Nursery School is operated under the direction of its board of directors, by a competent and qualified staff of trained workers. This staff includes an executive

secretary, a fully-trained case worker, a clerical secretary, a registered nurse, a dietitian, an assistant teacher, and a physician on call. Other helpers are employed as needed.

Total needs of the children are taken into account by the staff. This program includes attention to the complete health of the children, as may be given by the registered nurse and the physician. The program includes three



Children who remain all day receive three carefully balanced meals and are taught the best table manners.



A corner of the kindergarten room, McCall Nursery and Kindergarten, El Paso, Texas.



A kindergarten class in the McCall Nursery School, El Paso, Texas.

well-prepared and balanced meals for children who spend the full day at the nursery.

A program of educational guidance has been planned for each nursery age group. Parents of nursery children also receive the benefit of

a well-planned counseling program.

High school homemaking classes for girls and boys are planned so as to include provisions for special training in the nursery.

The nursery program is under the general

supervision of the homemaking supervisor of city schools. The school meets all state and federal requirements.

The maximum tuition fee is \$4.50 per operating week of six days, and includes all services rendered by the nursery school for a full nursery day, beginning at 7 a.m. and ending at 6 p.m. Transportation is provided children in cases where parents are unable to do so.

Parents who are unable to pay the maximum fee, are required to pay according to their ability, as determined by the nursery school's case worker. This means, of course, that some children are admitted without charge.

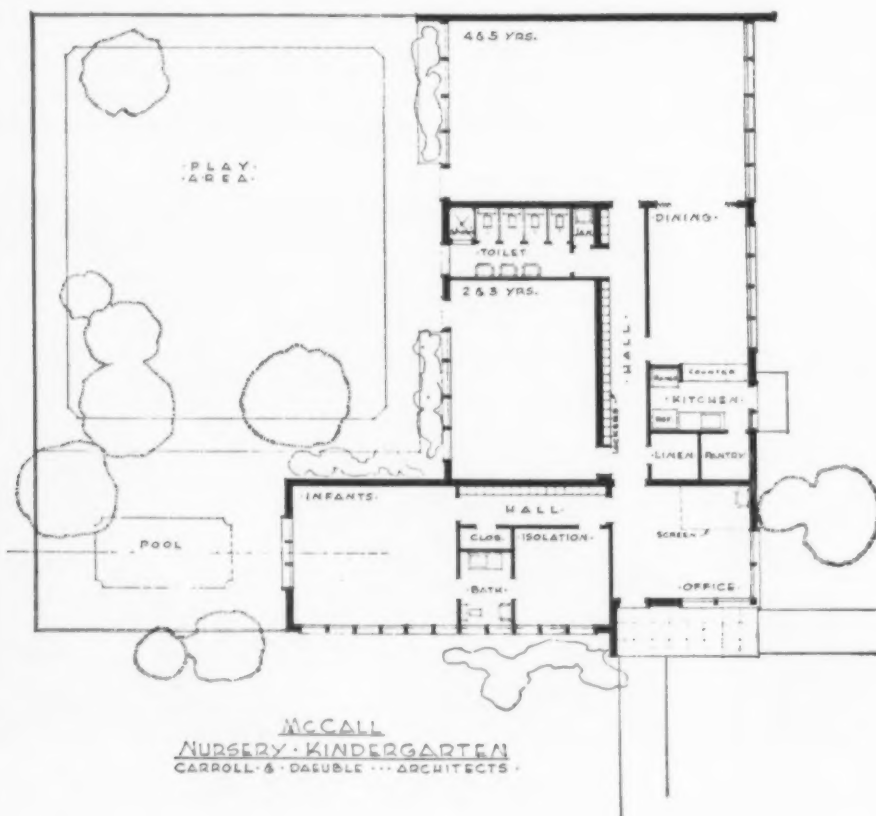
Tuition fees for the preschool or kindergarten programs alone amount to \$2 per operating week of five days, from 8:30 a.m. to noon. Hours are modified to meet the demands of parents.

McCall Nursery School is the only one of its type known to exist in Texas or the South, and is a good example of "the Lord helping those who help themselves!"

SCHOOL BUILDING NEWS

► Dallas, Tex. The board of education has awarded contracts for the construction of two elementary school buildings. The cost for one building amounted to 92 cents per cubic foot, and for the other 95 cents. These buildings which will be semifireproof, will be constructed of concrete, structural steel, and masonry.

► Fond du Lac, Wis. The board of education has let the contract for the construction of an elementary school building to contain 14 classrooms and a gymnasium, and to cost \$734,470. The building is to be completed and occupied in the fall of 1950.



A Community School for Congress Park

C. Lewis Martin and J. E. Pease***

The building program for District 102, Cook County, Ill., includes two new schools and a large new addition for the Congress Park School. The school district comprises an area located in three of Chicago's west suburban communities, La Grange, La Grange Park, and Congress Park. That section of the district in which the Congress Park School is located is in the municipality of Brookfield and is separated from the business section of Brookfield by the main lines of the Burlington Railroad, and is also separated from the business section of La Grange by another busy railroad, the Chicago Belt Line.

Congress Park then is a community in which many of the activities—public programs, social events, recreation, and other doings are centered in the school. In the early stages of considering an extension of the school-plant needs for the Congress Park section of the district, the community aspects of planning

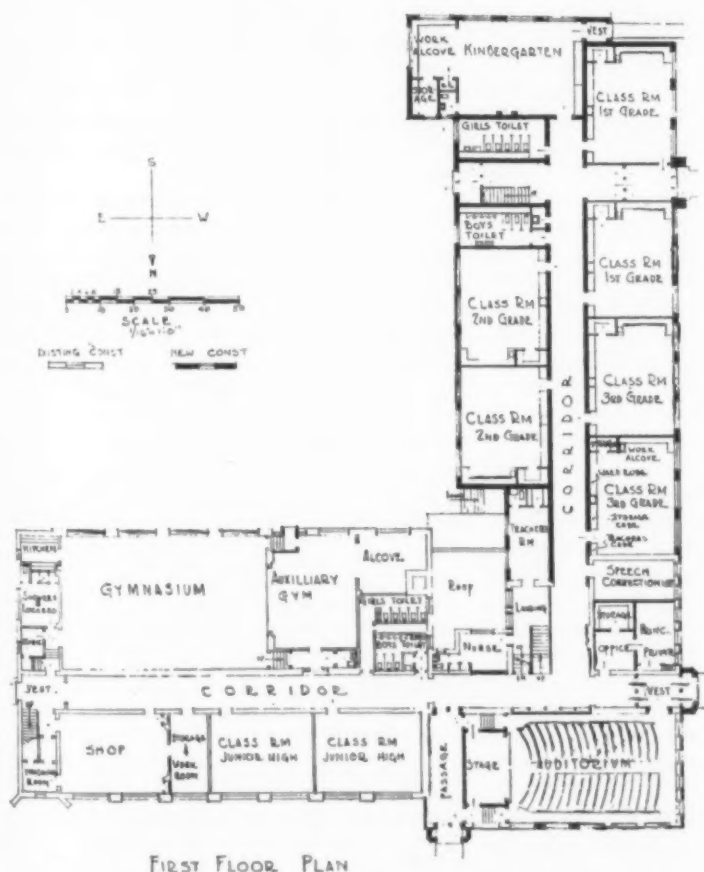
were foremost in the minds of those persons charged with the responsibility of developing that particular school plant.

The enrollment in the schools of District 102 has been steadily increasing over the past few years. In 1943 the enrollment at the close of the first week of school was 1534 pupils; at the close of the first week of the 1948-49 school year the enrollment had reached a total of 1857. These increases were projected in 1945-46 by the members of the Survey Staff of the University of Chicago whom the board of education had employed to make a survey of the buildings, population trends, school finances, and other related topics. Since there is much vacant property in the district which is chiefly residential, there are many opportunities for home building. Early in 1948 there were approximately 700 new family units under construction in the district and this of course meant increased enrollments for the schools. It is projected that by 1955 there will be approximately 2800 children enrolled in the schools as compared to the 1857 of the present school year.

The school facilities in the district were already overtaxed and the board of education presented this information to the residents through a brochure setting forth the findings of the University of Chicago Survey Staff in terms of present facilities, future growth, and a recommended program of future construction. This article will deal primarily with the Congress Park School. However, it should be stated that the other schools planned are on a neighborhood basis and contain approximately the same classroom features as developed for the Congress Park School.

Long before the building program was presented to the public for approval a great deal of planning had been done with teachers, parents, pupils, custodians, the administrators, the members of the board of education, and the architect to develop a greater interest in the building program and to get suggestions for the building. The primary consideration at all times was "What kind of a building will best meet the needs of the boys and girls and at the same time provide for community use and participation?" Changes in the original

*Principal of the Congress Park School, District 102, Cook County, Ill.
**Superintendent of Schools, Congress Park, District 102, Cook County, Ill.



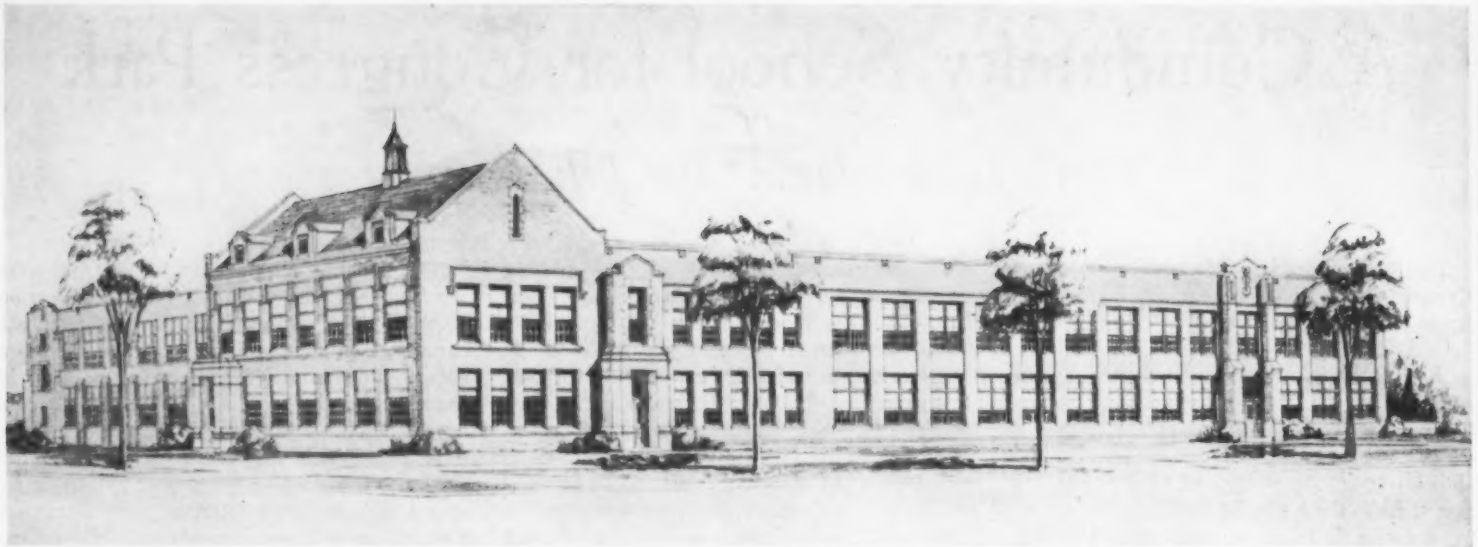
FIRST FLOOR PLAN

Congress Park School, Congress Park, Illinois. — Jos. C. Llewellyn Co., Architects, Chicago, Illinois.



SECOND FLOOR PLAN

Congress Park School, Congress Park, Illinois.



Addition and Alterations to Congress Park School, Congress Park, Illinois. — Jos. C. Llewellyn Co., Architects, Chicago, Illinois.

plans were made in accordance with the suggestions received and finally the program was ready for submission to the voters. In March of 1948 the citizens voted by an overwhelming majority authorizing the board of education to issue bonds in the amount of \$970,000 and to erect the buildings incorporated in the plan. Construction has been started on two units and will start on the third early in the spring of 1949.

Before describing the facilities of the Congress Park School as a supplement to the plans presented in connection with this article, it may be well to point out that every available room in the district is being used. At the Congress Park School it has been necessary to utilize two basement rooms of the old section of the present structure, to eliminate the small auditorium, and double up teaching situations such as music and art, and cooking and sewing. The building program calls for replacing the old section constructed in 1899 and adding six rooms. The present new wing of the building was constructed in 1929. The exterior design of the new section will blend with the addition of 1929.

The building is planned as a community center and all rooms commonly used by the community are readily accessible from the street as shown in the plans. The auditorium is just inside the two front entrances on the ground floor and across the corridor from the administrative offices. The health clinic is near by. Both gymnasiums are on the ground floor and each has an outside entrance. Community groups can use the two gymnasiums, the library, the shop, and the auditorium without interference with the rest of the building as all are close to outside entrances, have comfort rooms, and can be heated separately. No extra space is taken for lobbies, even to the point of using the end section of the second floor corridor for a visual education preview room and library work room.

Attention has been given to the location of rooms in logical association with other parts of the building. Clustered around the library

are the social-studies and language-arts laboratories. The rooms for the kindergarten and Grades 1 through 5 are in one section of the building while the upper grade rooms are in another. The shop is in the east wing adjacent to the gymnasium. This is in itself good planning, since the shop teacher also teaches the physical education classes and has an office off the gymnasium. The music room has been placed on the second floor, and in this case location was sacrificed for size. The music room is one of the larger classrooms along with the art room, shop, and library.

The pupil enrollment is large enough to require both a gymnasium and an auditorium instead of the combination type of room. The gymnasium is now used each period of the day and there is no time for using it as an auditorium. Presently the primary physical education classes must be taken outdoors, and the small auxiliary gymnasium included in the new plans will relieve this situation. With a separate auditorium, it will be possible to have special assemblies without interrupting the health and physical education activities. The community, too, will find it possible to use the auditorium, and the gymnasium will double for a dining hall for the Parent-Teacher Association and other community groups since it is close to the kitchen.

In the interest of safety, the building is being constructed of fire-resistive materials with exterior of face brick, and asbestos shingle roofing. The main corridors are planned 10 feet wide. There will be three stairways to the second floor with handrails on both sides. Fountains, lockers, and display cases will be recessed to prevent hazards to safety.

A fluorescent type of lighting fixture has been specified for classrooms and the library. Heating plans call for the optimum in heating for every part of the building at all times and the ventilation system is of the latest unit design.

Acoustically treated ceilings in the auditorium, corridors, music room, kindergarten, shop and library will assist in reducing and

controlling noise, as will the asphalt tile floors in all corridors, landings, and classrooms. Ceramic tile will be used in corridors to the wainscot and a clear glaze tile will be used in the toilet rooms to the height of the doors.

Another look at the plans will illustrate how we have tried to make the school functional. Notice how each classroom for Grades 1 through 5 has running water, ample work-table space, large cupboards, drawers, storage space, blackboards, tackboards, magazine racks, and bookcases. The classrooms in this new construction are 24 by 36 ft. and allow adequate space for individual and group activities. The kindergarten may well be termed "a home at school" for its appointments include a fireplace, a living room section, a doll corner, a work alcove, a kitchenette, and provisions for proper sanitation.

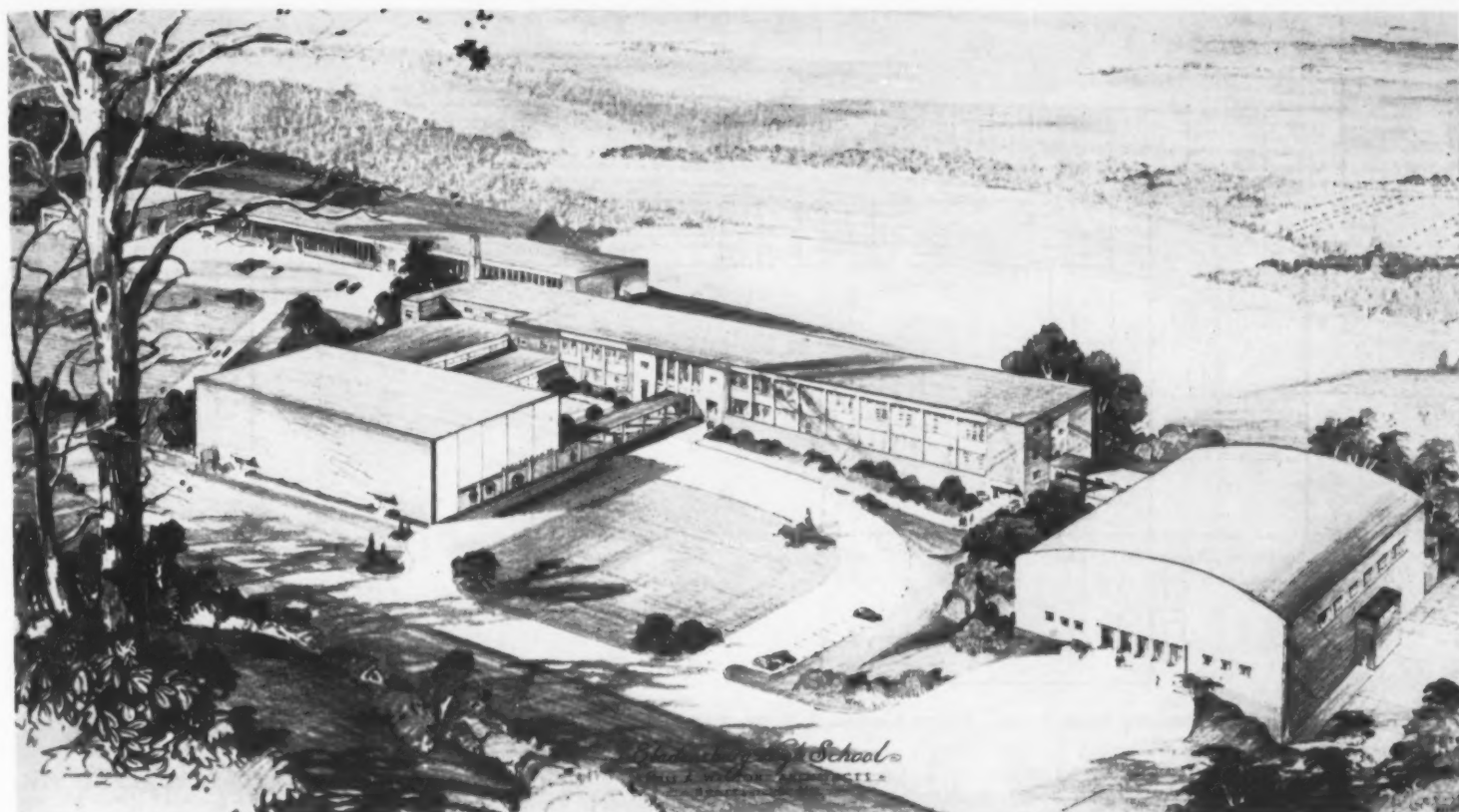
It is planned to furnish and equip the building with the necessary furniture and appliances which will make it possible for the pupils and the parents to realize the advantages of a community school. The cost of the building site and furnishings will be approximately \$500,000.

ST. LOUIS APPROVES UNIT PLAN

The board of education of St. Louis, Mo., has approved enabling legislation authorizing the adoption of the unit control plan for centralizing administration of the city schools in one man.

Under the unit control system, the board will appoint a superintendent, a controller, and an attorney. The superintendent, as administrative head of the schools, will appoint subordinate officers whose duties will correspond with those now performed by the secretary-treasurer, the building commissioner, and the supply commissioner. These officers have been appointed by and are responsible to the board.

The board also approved a recommendation by Dr. Rudolph Hofmeister, that an outside agency be employed for classifying 1500 noncertificated positions held by board employees. The board approved a proposal to invest its surplus general revenue funds in U. S. Treasury short-term notes. Auditor T. W. Bruce reported that the board's cash balance had never dropped below \$4,000,000 in the past four years.



Perspective, Bladensburg High School, Prince Georges County, Maryland. — Ross & Walton, Architects, Hyattsville, Maryland.

The Bladensburg High School

Planned for Complete Educational Service and Partial Erection

To meet the needs of over 800 boys and girls in the Bladensburg area and to take care of the vocational education of over 500 boys from all parts of Georges County, Md., the county board of education is engaged in the erection of a new senior high school and vocational school at Bladensburg. Under the guidance of Thomas S. Gwynn, Jr., director of school planning for the county board of education, the teaching staff of the school, assisted by committees of lay people and the administrative staff of the city and county schools, have developed the program of educational and building facilities upon which the architects have based the plans for the new building.

Local committees were appropriately selected for all phases of the project, including the site selection; the layout of the total plant; the size and arrangement of the respective classrooms, shops, cafeteria, auditorium-gymnasium, laboratories, administrative unit, and other areas. The supervisory and teaching staff contributed to the planning of the shops and laboratories; they gave consideration to the special layouts of these rooms and the selection and placement of machinery and equipment.

The entire planning was carried on with the idea of adapting the building completely to the present curriculum and to allow generously for probable changes in the organization of the school, the growth of the vocational courses, and new teaching methods.

In the planning, careful attention was given to the health aspects of the school program and to the physical-education activities to be offered within the building and outdoors on the play areas. Such matters as the noontime lunch service for pupils, medical examinations, bathing facilities, etc., were considered.

The school will be the recipient of considerable machinery, equipment, and shop teaching materials from governmental sources in near-by Washington, and this fact was taken into account in the shop and laboratory planning.

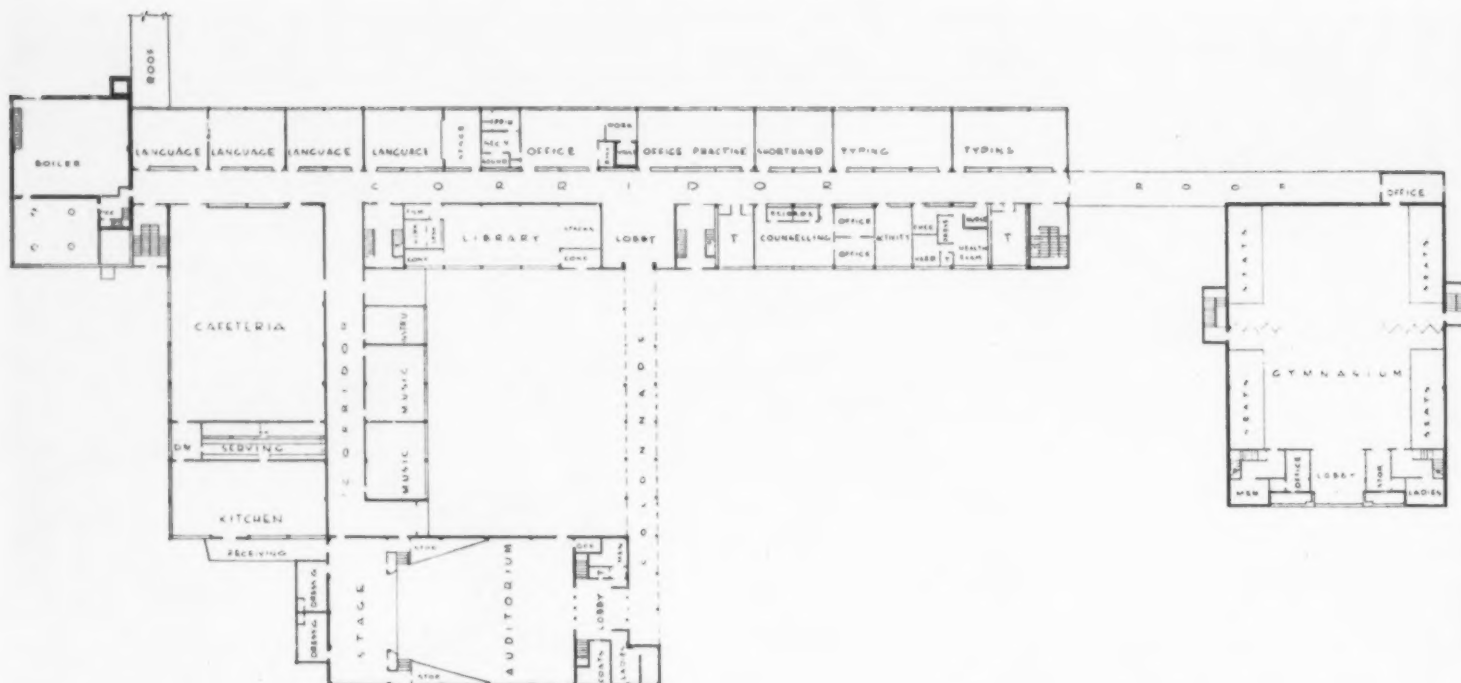
Bladensburg is in need of social center facilities for various community activities, adult education, and recreation. The committees, particularly the lay people, presented many ideas that could be incorporated in the building without interference with the daytime teaching activities and administration of the school.

Like other counties of Maryland, Prince

Georges County has not had sufficient funds to complete at one time so ambitious a project as the Bladensburg High School. With this fact fully in mind, the architects and the administrative department of the school worked out the plans to permit the erection of the buildings for the academic classrooms and shops, and for the later addition of the auditorium, library, and gymnasium as soon as funds are available. A number of the rooms have been planned specifically for multiple use, and the necessity for future flexibility in the use of the plant has been taken into account in the window arrangement, wall construction, mechanical and sanitary equipment.

The building occupies a site of 30 acres of rolling ground; the uneven slope has been used to permit of full length windows and grade-level floors at the rear of the main building which is to be two stories high on the main front. All of the classrooms have southeast orientation, except the administrative rooms and the art rooms which will face north.

The classroom unit is of reinforced concrete, set up on uniform column spacings throughout to permit of the immediate completion of the necessary sections and of future additions, and of rearrangement as the enrollment grows.

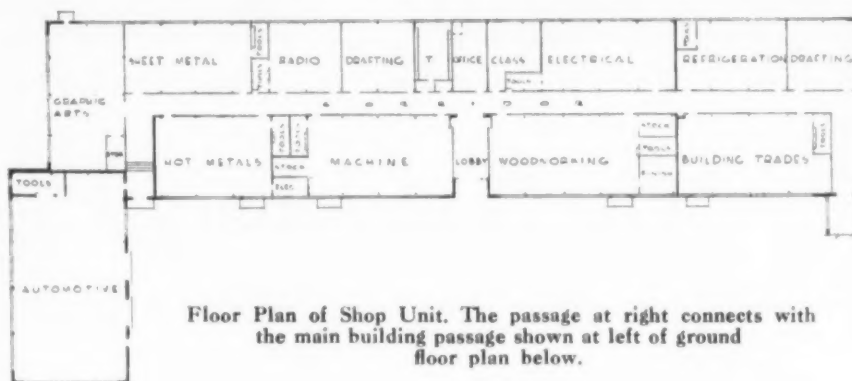


First Floor Plan, Bladensburg High School, Prince Georges County, Maryland.— Ross & Walton, Architects, Hyattsville, Maryland.

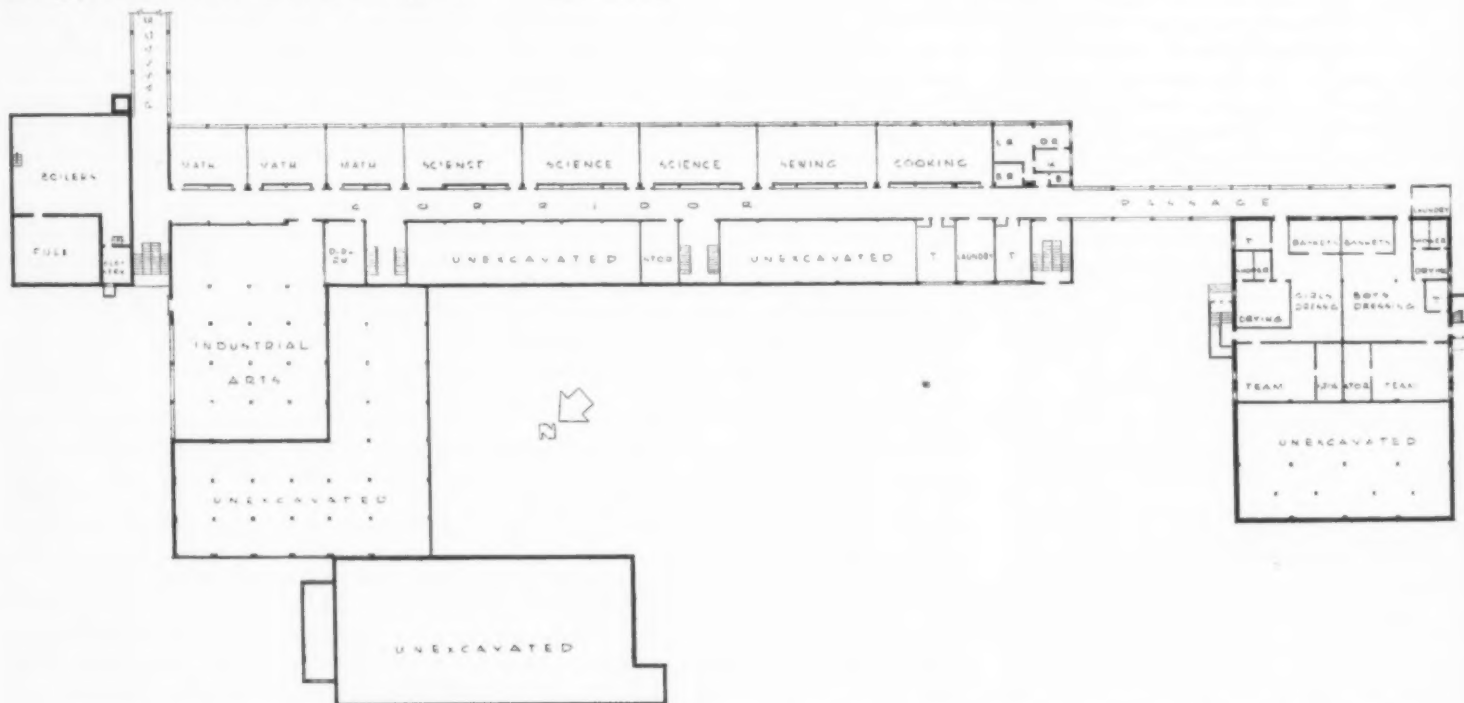
The classrooms are daylighted with directional glass block over a generous vision strip of clear glass windows. Each room is equipped with unit ventilators.

The gymnasium will provide two full size playing floors for boys' and girls' classes or one large playing floor for spectator sports. A folding partition will divide the boys' and girls' areas. Folding seats are to be used for spectators.

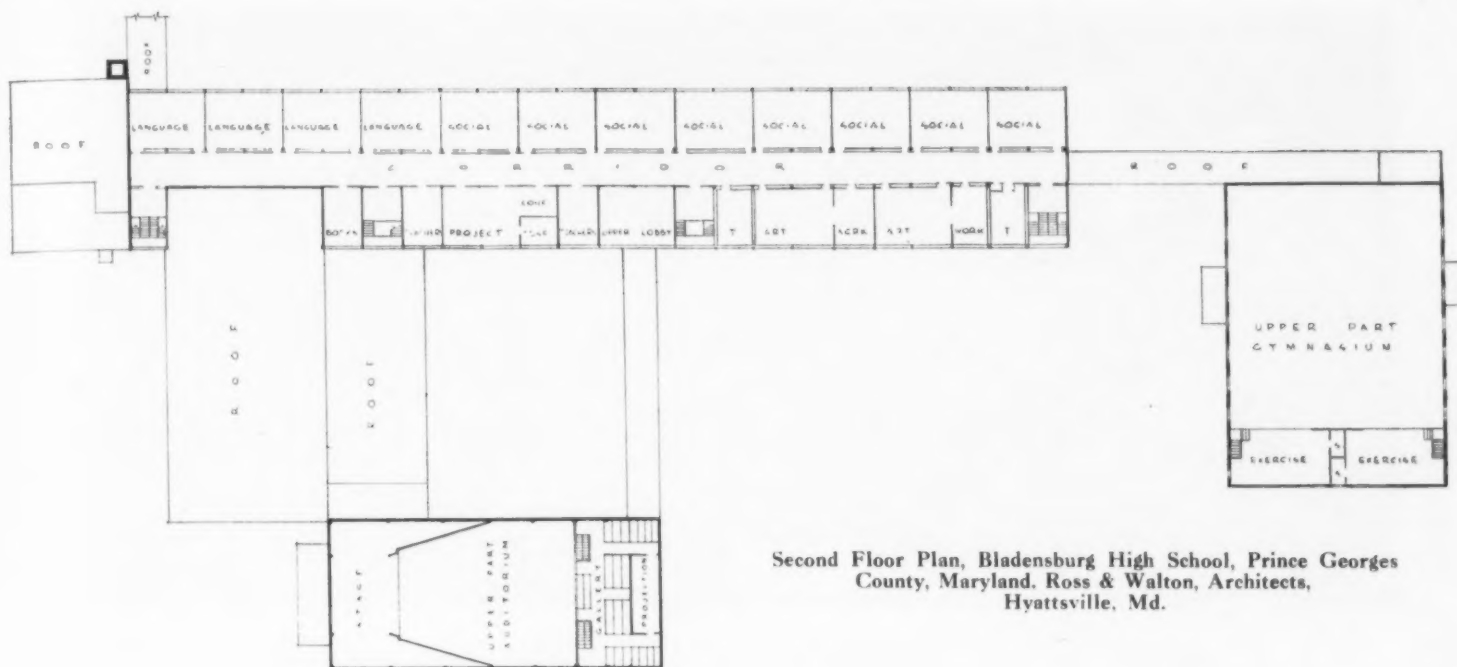
The auditorium has been located for maximum community use and will have adjoining a music suite for instrumental and vocal music. A covered colonnade, which will serve as a bus loading platform is to connect the auditorium



Floor Plan of Shop Unit. The passage at right connects with the main building passage shown at left of ground floor plan below.



Ground Floor Plan, Bladensburg High School, Prince Georges County, Maryland.— Ross & Walton, Architects, Hyattsville, Maryland.



lobby with the main entrance of the classroom unit.

The cafeteria and kitchen are planned to feed the entire school enrollment in two sittings. It is expected that the cafeteria and the adjoining lobby will provide space for rainy-day recreation and waiting.

The vocational and shop unit, which has been under construction for some time, is of steel-frame construction, with a solid reinforced concrete floor slab. This floor has been planned for mounting the machinery with a minimum of vibration. The roof deck provides complete insulation and quiet by the use of

an acoustic plank which has been left exposed on the underside. The partitions are of cinder block. The cost of construction of the shop unit is 69 cents per cubic foot.

The architectural planning and the engineering work has been done by Messrs. Ross & Walton, architects, of Hyattsville, Md.

The Small City Meets the Safety Education Challenge *Lewis E. Clark**

The accident problem is no respecter of persons, places, or population figures. Large city schools have no monopoly of the responsibility to educate toward safety. All schools have the opportunity and responsibility to do their share in reducing the accident toll. For example, the rural agricultural high school must do a better job of teaching the future farmers how to farm without sacrificing life or limb to machines and animals. The prevention of farm accidents should be as vital a part of the agriculture curriculum as the selection of seed or the breeding of stock.

In the larger, more industrial, less rural city, greater emphasis will have to be placed on safety in the street and on the playground. In general, the larger the city, the greater the emphasis which must be placed on pedestrian and bicycle safety.

But in cities of all sizes the schools must eternally campaign against home, play, and school accidents. All communities have their

seasonal and common recreational hazards. All face the ugly specter of uncontrolled fire. Schools in towns of all sizes are turning out street and highway users, potential operators of motor vehicles. No school can shirk its duty to prepare pupils to cope safely with these hazards.

How can the "small city" school system provide this needed safety education? I should like to propose some fundamentals:

Five Fundamental Points of Attack

First. The school administration must believe in the need for and the possible effectiveness of safety education. This must be a sincere belief—not lip service. No school safety program has much chance without it. No school system with an alert, up-to-date superintendent should lack for this fundamental.

Second. Each school system needs a "safety person." Call him what you will, director, supervisor, co-ordinator, chairman, or give him

no title at all, but make him responsible for promoting and directing safety education in the schools.

The amount of time which can be given this person for safety education work will, and should vary with the size of the school system. The smaller cities cannot hope to have anyone devoting more than part time to safety education. There are so many jobs to distribute among the members of school staffs, already too small to take care of "reading", "riting", and "rithmetic." However, any system which puts safety education last in the assignment of time and duties has a serious flaw in its philosophy of education.

Regardless of how much time may be assigned to it, the job is important and has a greater chance of being done if someone is vested specifically with responsibility. I believe many city and town school safety education programs are haphazard and inadequate for lack of a "safety person" in the organization. Safety education lags in these places, not for lack of facilities, materials, or interested

*Abstract of a talk before the School and College Division, National Safety Congress, Chicago, Oct. 18, 1948.



The Board of Education, Escanaba, Michigan
The board of education of the Escanaba School District is undertaking a series of major school building projects including a new senior high school, a school for handicapped children, and various repair projects. From left to right the members are: C. Gust Peterson; Charles E. Lewis; Dr. Louis Groos; William Warmington; Alfred La-Branche; John Lemmer, superintendent; Harold Crebo, president; Dr. Fred Hirn.

teachers, but because it lacks direction from within.

Third. Have safety patrols and capitalize on them for their ability to focus interest on accident prevention. Probably no other safety activity has greater ability to attract and hold public support and pupil interest. Even though street traffic in the smaller towns may not merit patrols, the playground will. So also, will the school buses.

Fourth. Use the available safety helps in the community, the state, and the nation. Don't hesitate to call on the organizations which can provide something the school program needs. Use the police department, the automobile club, the service clubs, the insurance companies, the National Safety Council, etc. However, if the Doakes Insurance Agency objects to Broadbeam's advertisement on safety equipment donated to the school, then the town may be ready for a local Safety Council which can pool the accident fighting resources of the community and eliminate such bickering. This brings me to my city and my last fundamental.

The Lansing Program

Fifth. Have a school safety committee. If I have anything unique to offer from the Lansing experience, it is in connection with the Lansing Safety Council and its school safety committee. But, first, I need to give you a little background.

Lansing is a city of many interests, businesses, industries, and some 100,000 people. With the state government, including the vehicle, driver licensing, and highway departments in its midst, as well as large automobile plants and many small industries and businesses directly related to the automobile, Lansing is wheel conscious. In fact, so wheel

conscious that Lansing has more motor vehicles per capita than any other city in the world.

About ten years ago traffic on the city streets had increased to an alarming point, and a shocking number of traffic injuries and fatalities were being experienced. A group of prominent industrialists, business, and civic leaders met together and hatched an idea. That idea grew into the Lansing Safety Council.

From the very outset, the Council earmarked funds for school safety materials. The Committee objective was to produce educational aids for use in schools with funds donated by many concerns and agencies interested in promoting safety. No individual firms were to receive printed mention on the materials. The only sponsoring credit was to be to the Lansing Safety Council.

This plan has been followed with noteworthy success, both from the educational value, and in the very prideful public spirit developed among the contributing organizations. During the past school year the Lansing Safety Council produced and distributed, for the use of school pupils alone, more than 65,000 pieces of original printed material. This was in addition to all of the materials included in the National Safety Council school memberships. These were supplied to more than 40 schools in the Greater Lansing area by the Lansing Council, also.

The Whole Community Helps

How was it possible to get this work done at practically no expense to the school system? The answer is twofold: money contributed by a majority of Lansing's business, industry, and civic agencies in the form of memberships in the Lansing Safety Council; and the School Safety Committee, which did the work.

This committee is not unique at all. From its original conception, soon after the organization of the Council, it has been planned to be truly a school committee, composed of people close to the production department — the classroom.

Its membership includes a high school mathematics teacher, a junior high school science teacher, two elementary teachers, an elementary principal, the police sergeant in charge of safety patrols, the directors of elementary education, art, industrial arts, and home economics. Also included are the technical school print shop teacher, the superintendent of schools for the local Catholic diocese, a senior high school assistant principal, a driver education teacher, a woodshop teacher, and a junior high school physical education teacher.

This group, meeting about six times a year, threshes out problems affecting the safety of pupils and concocts ideas on new and better ways to teach safety. It has more than justified its existence by its works.

It has done yeoman service in producing pupil and teacher materials, thanks to the talent, clever ideas, and energy of its members. It has studied building, playground, and street hazards and filed recommendations for corrections. It has passed upon proposed programs and contests to be staged by nonschool groups in the schools.

Factors in Lansing's Success

It has aided and abetted in implementing the bicycle inspection and licensing program. It has promoted parent attention to the problems of safety, and it has grappled with such imponderables as, how to stimulate teacher interest in safety education, what can be done

(Concluded on page 76)

The Public Relations Program of the El Dorado Schools *G. A. Stubblefield¹*

The El Dorado schools have been on the air. Starting January 27, 1948, with a one-half hour broadcast from 8:30 to 9:00 o'clock each Tuesday and Thursday evening, the El Dorado schools have broadcasted a series of 32 radio programs direct from the classrooms.

In co-operation with the local radio station, KELD, and as a public service furnished without cost by the Station, special tape recording equipment was installed in the classrooms where the class recitation was recorded without interfering with the routine of the daily program. Then at 8:30 each Tuesday and Thursday evening, the program was broadcast from the studio so that the children, the parents, and the whole community might hear.

During the series of 32 programs, each grade from the first to the twelfth appeared on the air. Each school in the city was assigned one or more programs, including the Negro schools.

The purpose of these broadcasts was not to put on a show. They were planned as a part of a public relations program, in an effort to bring the parents and schools closer together, to give the parents a *new look* at their schools. It was hoped too that pupils and teachers would be stimulated to do better schoolwork — and they were.

Charles R. Swan, director of elementary education in the El Dorado school system, acted as co-ordinator of the program. The principal in each school had a committee of teachers who assumed the responsibility of planning the program in the respective schools. A larger committee composed of the special committees outlined the schedule.

It is a well-known fact that over a period of years, the schools in a given community will be no better than the people of that community want them to be. For the people to want better schools, they must be better informed about their schools.

As a usual thing, parents of school children do not visit their schools, except on special



Recording a class in arithmetic in the Rhetta Brown Elementary School for broadcasting.

occasions and to hear special programs, or when requested to do so to help solve some problem which has arisen as a result of a conflict between the child and the school. Under these circumstances the parent has little opportunity to know what actually goes on in the classroom — the most important phase of the learning situation.

About two years ago, the El Dorado school board and other interested groups sponsored a campaign to equalize and increase tax assessments in the El Dorado school district. At that time, through the newspapers, over the radio, and through talks at civic clubs, an effort was made to give the people of El Dorado a clear-cut view of some of the greatest needs of the schools and to point out how it was thought some of these needs might be realized. Through this effort, the patrons and community had a

fair opportunity to gain a concept of the material and financial side of the El Dorado schools, and many of these patrons responded generously by making the proper adjustments of their tax assessments. In addition to this, the patrons of the El Dorado schools have contributed approximately \$150,000 above taxes within the past two years to purchase necessary equipment and to improve the schools in general.

Now, instead of the material and financial side, the human side of the schools has been shown to the people of the city. The effort was made to take the parents and others into the classroom through the radio, to let them hear their own children and their teachers as they go about the business of a school day.

(Concluded on page 70)



An art appreciation and a language class making sound records of their recitation.

Worcester Conducts School Traffic Safety Clinics

A new idea for the promotion of traffic safety for school children is under experiment in Worcester, Mass., schools. A "Safety Clinic" for parents, especially mothers who have children attending the elementary schools or pre-school-age children, is being held in the elementary school buildings.

The "Safety Clinic" is a project of the Worcester Police Department, sponsored by Chief of Police William P. Finneran. School Safety Officer Florence J. Driscoll is in charge of the movement designed to instruct parents in safeguarding their children in going to and returning home from school. Officer Driscoll has been a member of the Worcester Police Department for nearly a quarter of a century. Ten years ago he was assigned to be school safety officer.

During his tenure Officer Driscoll has been tireless in his efforts to inculcate traffic safety in the minds of children. He spends hours visiting the schools to talk safety to the children. He has become an authority on the subject and has so impressed traffic safety on the children that no one recalls a traffic fatality involving a Worcester school child, on his way to or from school, over a long period of years.

"Worcester has had a safety patrol for school children for about 30 years," says Officer Driscoll. "Child leaders in each school are taught to escort classmates over crosswalks and on a direct route to their homes. It has been of great assistance to the school safety program. The city also assigns policemen to posts near the schools when the children are going to or leaving the buildings, and this has also been a remarkable help.

"I realize that proper training of children begins in the home. The more I thought of this the more I became convinced that the home was a good place to begin the training of children in traffic safety. It appeared to me most important to reach the parents. Then traffic safety would have double value, for it would enable parents to impress safety on the minds of their children and at the same time emphasize that traffic safety was also important to them. The children would be my agents to protect parents from traffic accidents."

Officer Driscoll was confronted with one obstacle when Chief Finneran approved his plan. No funds were available to launch the project. Undaunted he enlisted the aid of the teachers and they are giving splendid co-operation. The School Department and the Worcester Safety Council are also co-operating.

Addressed to Mothers

The Parent-Teacher organizations and the Mothers Clubs have been told they may avail themselves of the facilities of the clinic. Churches and civic organizations have also been invited to make use of the clinic.

"The clinic," Officer Driscoll explains, "is primarily for mothers of school children, but mothers of children of pre-school-age are also



Mrs. Anna Collins, brought her pre-school-age daughter, Nancy, to the first Traffic Safety Clinic for Parents, at the Gates Lane School, Worcester, Mass. Nancy listened attentively while School Safety Officer Florence J. Driscoll explained rules for avoiding highway accidents with the aid of a model of the school and neighborhood, prepared by Principal Francis R. Hickey. Photo by courtesy of the Worcester, Mass., *Evening Gazette*.

invited to attend. I am urging parents of pre-school-age children, who are about to start school, to walk their children four or five times over a route between the home and the school building. This will enable the child to become familiar with the streets, the sidewalks, and the crosswalks between home and school."

Officer Driscoll's plan embraces an hour's meeting in each of Worcester's 56 elementary schools. It may take a year to visit each building but a substantial groundwork will be laid before he starts the second round of visits. He contemplates continuing the visits year after year, so he will continue to meet each succeeding group of parents.

The parents are invited to the schools either by an invitation sent home with each child by the principal, or through the efforts of the Parent-Teacher Association or the Mothers Club. Once it is assured that a group will gather Officer Driscoll takes over.

The "Safety Clinic" instruction is principally an informal and friendly lecture. It is high-lighted by posters, films, maps, and other workshop materials. A question and answer period follows.

Officer Driscoll has one iron clad rule. He places emphasis on the right way to do a thing. He shows no pictures which illustrate a wrong action in highway safety. "After all I am

teaching the proper way to carry out traffic safety," he asserts. "Why should I present any incident that might confuse by illustrating the wrong way?"

Posters Effective in Teaching

A poster designed to instruct children in crossing a street, which is shown parents attending the clinic, dramatically illustrates the value of wearing something white after dark, especially in those months when darkness comes early.

Another poster warns to watch out for cars turning a corner at an intersection. There is a young boy and a young girl on the sidewalk at a crosswalk, where a car is about to turn into the street.

Depicting two girls on a sidewalk at a crosswalk, another poster warns to look both ways before attempting to cross.

A poster which especially appeals to Officer Driscoll is one which stresses that school children should go directly to school after leaving home and return by the same route.

An accomplished map maker, Officer Driscoll plots the neighborhood around each school, with its sidewalks and crosswalks. He points out that if children follow the same route daily they will become accustomed to it and more familiar with traffic hazards. He says they then will cross only at crosswalks

and automatically observe traffic signals and warnings. He has a poster to emphasize that children should watch the traffic lights and obey them.

He recounts that one of the severe accidents in Worcester occurred when a small girl on her way to school had reached the middle of a block. She observed a chum on the opposite side. She dashed over to greet the friend, unmindful that she was not at a crosswalk. She was struck by an automobile. The driver could not be blamed for the unexpected intrusion in his path.

Officer Driscoll is emphatic that school children must be prohibited from carrying a baseball, basketball, or football to school. There is a temptation to play with a ball in the street and it frequently rolls in the path of traffic. The schools, he says, furnish sufficient equipment for the children to indulge in sports in the school yard. Even then, he says, great care must be observed if the ball bounces out of the yard and into the street. A poster shows the danger. It depicts parked automobiles at the curb adjacent to the school yard. In the street other cars are moving. A boy is about to dash out for the straying ball when a school nurse grabs him just in time to prevent what could be a serious accident. "Keep from between parked cars," says the poster.

Another poster admonishes, "Look both ways. Wait on the curb until the way is clear." There is a poster which shows a boy and girl going over a crosswalk. Both are following the safety rules. It is raining but they are holding their umbrellas high enough to look both ways to determine if automobiles are approaching. The poster warns, "Be extra alert on rainy days."

Bus and Bicycle Safety

Officer Driscoll becomes exceptionally enthusiastic when he displays the poster which warns, "After getting off a bus watch both ways before crossing. This rule is one that all persons should observe," Driscoll declares. "No one should alight from a bus and cross in front or in back of it. They should go to a crosswalk. After the opening warning on the poster you will note it says, 'Look both ways before crossing. Wait on the curb until the way is clear.' Everyone should do that. If you must cross where the bus is parked wait until it starts and has moved several lengths."

Officer Driscoll has an extensive chart on safe bicycle riding. First, there are instructions for keeping the bicycle in safe riding condition. Below are 12 rules for safe riding. The Worcester Lion's Club thought so much of the poster that it had one hundred copies printed to distribute in the schools.

Officer Driscoll for further visual education of the parents utilizes 35mm. strip-slide films. The titles are: "Tom Joins the Safety Patrol," and "Safety on Two Wheels."

The first "Safety Clinic" for parents was held at the Gates Lane School in November, 1948. This school is in a section remote from the center of the city but in a district with many complicated traffic problems. There were 75 mothers present. Some mothers brought their pre-school-age children and the youngsters displayed considerable interest, especially in the posters, films, and workshop materials. Officer Driscoll talked to the mothers about the proper way to cross a street, the dangers of jaywalking, the meaning of traffic signals and why they should be obeyed,

HIGHTSTOWN MAN SPENDS 54 YEARS ON SCHOOL BOARD

Walter C. Black, of Hightstown, N. J., has served 54 years as a member of the board of education of East Windsor Township. His Mercer County friends believe he holds the record in the entire state of New Jersey; at least, they are according him that distinction until their claim is disputed.

It was in January, 1893, that a group of citizens approached him, to run for election to the board of education. In the group was a respected incumbent, who declared that he would not seek re-election if Mr. Black would be a candidate for his seat. With no opposition, Mr. Black was elected. Since that time, with but one exception, he has been re-elected at the conclusion of every three-year term.

His lone defeat was an unexpected one. No opposition to his candidacy was expected. Election night was stormy, with sleet, ice, and snow combining to make an uninterrupted evening at home very attractive. Working in his nursery, to save some of his endangered plants, Mr. Black himself did not vote. A few minutes after the polling place closed, a call revealed that a secretly prepared "sticker" campaign had been successful. Only 27 votes had been cast, and Mr. Black had received 12. Thirteen votes for his unexpected opponent had been cast during the last ten minutes; two ballots were blank.

Two years later Walter Black was back on the board, elected without opposition. He has since served as president, as clerk of the board, as chairman of every committee, as president of the Mercer County School Boards Association, and on the legislative

"A 'sticker' campaign is one in which a candidate does not avail himself of the opportunity to present his candidacy formally, by petition, thus getting his name on the printed ballot. Instead, his supporters give stickers bearing his name to voters, urging that the stickers be pasted on the ballot, with a check mark preceding it.

and how much space it takes to stop an automobile traveling 25 miles an hour.

At this first session a working model, made by Principal Francis R. Hickey, was displayed to show streets, corners, buildings, traffic lights, and officers, all in miniature but accurate in detail.

Safety Emphasized in Curriculum

Instruction of school children in traffic safety is not being neglected because of the new project. Each classroom has its seasonal safety poster of the month which is carefully explained and studied.

Officer Driscoll frequently goes into the schools to ask the children what they have learned about safety and what they have told their parents. They repeat the warnings on the posters or portions of his talks.

The children are sometimes asked to write compositions on the safety lessons they have learned, and are permitted to take them home. The parents frequently get word to the schools telling of their interest.

The "Safety Clinic" is on its way to become a permanent fixture in the Worcester public schools. The Worcester Safety Council is providing the posters. The Worcester city government may appropriate funds to carry on the work, in which event more rapid



Walter C. Black

committee of the State Federated School Boards Association.

The love of growth seems to be the outstanding characteristic of Mr. Black. He likes to see children grow, and during the evening hours and the daytime hours he steals from his business he can usually be found either in the public schools or in Peddie Preparatory School, where for 32 years he has been a member of the Board of Corporators and for 26 years the treasurer of the Board. And when he isn't watching children grow, he is nursing along the fruit and ornamental trees, plants, and vines which provide the basis for his livelihood.

Mr. Black was born on February 14, 1867. If successful in the February election for another three-year term, he will take his oath of office on his eighty-second birthday—the best possible way to begin a new year.

progress may be possible, and the clinic enlarged to embrace not only children, but their parents as well.

APPOINT BUSINESS DIRECTOR

The board of education at Rockford, Ill., has appointed Arthur W. Lundahl as director of business for the city school system.

Mr. Lundahl, who assumed office on December 15, has had considerable experience in school-business administration. A graduate of the Northern Illinois State Teachers College at DeKalb, he earned his master's degree in administration from the University of Minnesota. He also completed additional graduate work at the University of Southern California. After serving as assistant principal in the West High School at Rockford, he resigned to enter the business field in 1945.

The position to which Mr. Lundahl has been appointed is a new one, created by the board several years ago, but which had not been filled until the present time.

WHAT SCHOOL BOARDS ARE DOING

The Mount Prospect, Ill., school board was presented with a check for \$1,000, by the local Lions club. The money is to be used for improving the basketball grounds.

The board of education of Chicago will seek authority at the hands of the Illinois state legislature to fix and collect taxes for the support of the city schools.

The American **School Board Journal**

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Edited by

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A BETTER APPROACH TO APPOINTMENTS

A NUMBER of recent changes in the business managership of city school systems points to a valuable improvement in the attitude of school boards toward this office. In Minneapolis the school board, last October, appointed Rufus A. Putnam who had achieved especial success in the same field of work in a smaller city, Yonkers, N. Y., and who had professional training and experience in general business and school administration.

In December, the school board of Rockford, Ill., appointed as director of school business affairs, Arthur W. Lundahl, a teachers college graduate with a master's degree in school administration and experience as teacher and high school principal and with further experience as a business executive.

Similar appointments of school-business managers in cities in California, Michigan, and Ohio, point to a change in the attitude of school boards toward the business managership. The fixed rule that a local man must be chosen, that he need have only business experience, that he use as convincing qualifications his political, social, even religious or fraternal connections — all this is giving way to the idea that professional equipment, training, experience, and a balanced list of personal abilities fitting him for public service and for executive leadership should be the basis of the school board's choice.

For many years, school boards have followed the practice of looking over the field, in their states and throughout the country, for the best candidates for the city superintendency. The growth in the professional status and in the effectiveness of the office of chief school executive has been strongly influenced by this practice. The same techniques should be applied to the business managership.

TEACHERS AND BUILDING PLANNING

BOARDS of education and school executives are losing a valuable service when they fail to make use of the teaching and skill experience of teachers in the planning of new school buildings. The teachers may be a complete zero in the over-all arrange-

ment of a schoolhouse; they may be extravagant in their demands for the location and size of their shops or laboratories or classrooms; they may be wasteful in demanding excessive storage space and too elaborate areas for special aspects of their work. But they do have valuable ideas of what they need to carry out the purposes and the way of teaching of a subject area; they have been hampered endlessly by this and that lack of facilities in their departments; they know how much more effective their teaching could be with an added piece or a special type of furniture or equipment; they can point out the successes and failures of given room arrangements and finishes; in the shop and science subjects they know what tools and devices industry considers necessary for economy and good production and what the quality of the machines should be; they have an unconscious feel of the influence which a room setup has on pupils and their satisfaction in the finish, colors, and design of the learning tools they use. To what extent they should prepare actual layouts of rooms and to what extent they should describe their needs in words depends on the individual teacher and the school executives. Most architects are skillful in picking up a very poorly expressed idea for a classroom or a shop and of rounding out an arrangement with unexpected convenience; so too their experience in other fields enables them to arrange minor utilities for economy, safety, and flexibility that no teacher can readily anticipate.

The planning of a genuinely successful schoolhouse is the result of planning each department for satisfactory instruction and for meeting the objectives of the several subject areas. The greater over-all values of the building as a whole must be anticipated by the principal and the superintendent in combining the ideas of the teachers and adding to them their larger view of the educational and community purposes of the school.

FISCAL INDEPENDENCE AND EDUCATIONAL RESPONSIBILITY

IN A discussion of the major educational needs of the State of New York for 1949, the State Regents have touched upon the problem of fiscal independence of school boards. They said:

All but a handful of the nearly 5000 school districts in New York State are and always have been fiscally independent of other units of local government. Final determination of school budgets in these districts rests directly with the people, their school trustees, or their representatives on the board of education. These school officials may be held fully accountable for the determination and execution of educational and financial policies with respect to the schools of their respective dis-

tricts. No other local officials stand between them and the people in the discharge of their responsibilities.

This degree of fiscal responsibility of school boards does not prevail in 15 of our largest city school districts which contain more than two thirds of all the state's school children. In these 15 districts final control over school budgets, and consequently over school policy, rests in the local municipal body whose primary duties are not those of education. Educational budgets, prepared by the board of education, may be reduced by the municipal authorities and that reduction made final. Thus, in these cities the board of education is fiscally dependent upon the municipal authorities; it cannot be held fully responsible for any failure of the schools to provide needed services; and it is subject to tax limits which have no direct relationship to the requirements of the educational program.

The increasing needs of the schools for more adequate financing, both for current expenses and for capital needs, as well as the welfare of both the school system and the services rendered by municipal government, demand that the fiscal entanglements prevailing between cities and their school districts be removed and that boards of education be made responsible directly to the people in all matters pertaining to the fiscal affairs of the school system.

The situation in the larger cities of New York State is common to a large proportion of the medium-size and larger cities of the country. Repeated studies of city school finances have shown that there is neither economy nor efficiency in council or other municipal controls of city school systems. Independence from such controls is one means of greater efficiency and of better school service.

APATHY IN SCHOOL ELECTIONS

APATHY toward elections is a besetting civic sin of Americans. That the presidential election of 1948 brought out less than 55 per cent of the voters may be one explanation of the results which have given businessmen and conservative citizens so much concern. But this disturbingly low national vote was vastly higher proportionately than the school elections in which members of boards of education are chosen or school bonds are approved or voted down. Interest in educational welfare is indeed abysmally low if the average school election is considered.

The question might well be asked as to the causes which invite apathy. The assumption is that the public is satisfied that the school system is efficiently managed, and hence does not require the watchful care of the citizenship. This thoughtless and negligent attitude spells poor citizenship and a lack of local pride and patriotism.

It is not unfair to say that the school boards and especially their executives are responsible for much of the apathy of local communities. They do not familiarize the citizens with what is going on in the schools; they keep their difficulties and the

shortcomings of the local school plant, of the teacher salary situation, and of similar problem areas too closely within the school group as such. They have not expanded their concept of public relations beyond settling with the least discussion "troubles" with parents and with neighborhood or group pressures. A "puff" for a school or a change in school service is the ultimate of good publicity in the opinion of too many schoolmen.

It seems to us that a greater sharing of school plans, and achievements, and even of failures is necessary. A loyal but healthy opposition is a good sign of public interest and participation in school affairs. The opposition of a tax-dodging group to a building program or a raise in the school tax need not be received as a calamity but as a challenge to the wisdom of the school administration; it should be turned into an opportunity to again prove to the community how valuable are the schools. Nor is the candidacy of some ambitious young man or woman for board membership to be frowned upon even though an old and valued member is turned out. It is of the very essence of democracy that there be frequent change in the board — the incoming of young blood and the passing out of the older members with their fading enthusiasms.

Experience has taught that school elections should be held separate from general city elections. To merge the school interests into elections in which a mayor, a city council, or other public officials are to be chosen has proved unwise. The contest of school officials is overshadowed by major state or municipal controversies. As a matter of economy, it seems unwise to include school elections in the judicial and other special elections. The public press should never minimize the importance of selecting the highest type of citizenship for the administration of public education.

SUPPRESSING SECRET SOCIETIES IN SCHOOLS

FOR FIFTY years and more there has been an effort on the part of school authorities to eliminate secret societies from the secondary schools. State laws have been enacted forbidding them, and boards of education have adopted rules and regulations compelling the observance of the law. The arguments brought out against secret societies have conclusively established the fact that they are undemocratic and harmful and hence have no place in schools dedicated to the training of the youth in the democratic way of life.

But the evil reasserts itself. School authorities are again and again called upon to

suppress sororities and fraternal organizations which have found their way into the high schools. They exist even in states where the statutes forbidding them are quite clear and where school boards have enacted drastic rules in support of the law.

The recurrence of the fraternity nuisance is a challenge to the faculties of high schools to provide extracurricular activities which will give ample outlets for the enthusiasms of youth. Such outlets have been found in honor societies, in co-operative movements, and in student self-government organizations which provide strong school spirit and exemplify fine examples of democracy. In such situations the public opinion of the student body can be built up to frown so strongly on the snobbishness and the imaginary superiority of any secret group that it will fall apart of its own false egotism and selfishness.

School boards confronted with a problem of student defiance of its rules have perhaps no recourse except sharp disciplinary action. Some good can be achieved by publicity and parent education, especially the

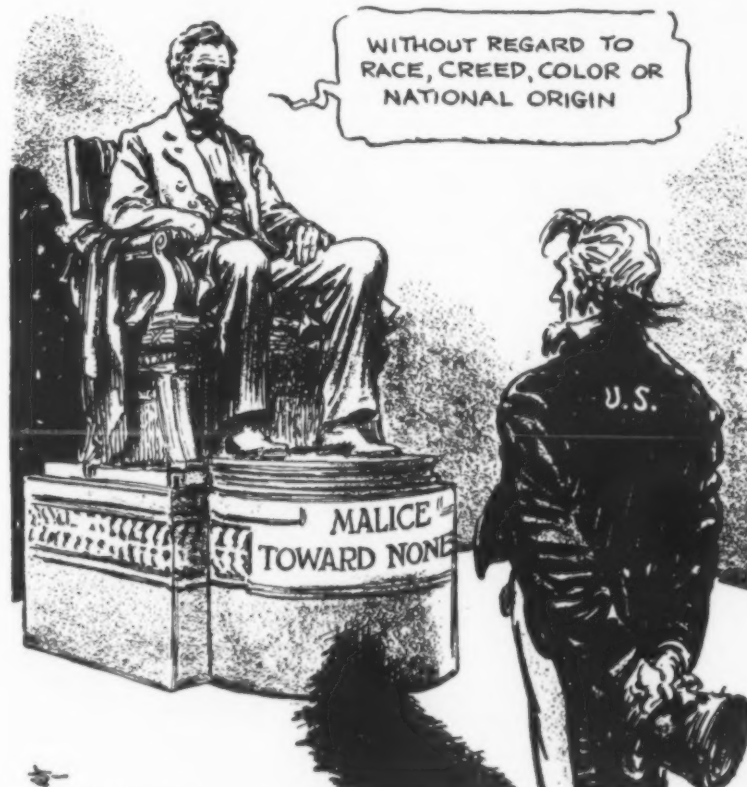
kind that points out the harm which parental support will ultimately do in the education of the children involved.

FEDERAL AID ADVOCATED

President Harry S. Truman, in his initial message to the 81st Congress, urged federal aid to education and the establishment of a new department of health education, and social security. He said:

"It is equally shocking that millions of our children are not receiving a good education. Millions of them are in overcrowded, obsolete buildings. We are short of teachers, because teachers' salaries are too low to attract new teachers, or to hold the ones we have. All these school problems will become much more acute as a result of the tremendous increase in the enrollment in our elementary schools in the next few years. I cannot repeat too strongly my desire for prompt federal financial aid to the states to help them operate and maintain their school systems.

"The governmental agency which now administers the programs of health, education, and social security should be given full departmental status."



The Lincoln Legacy is tolerance in the best sense. — Institute for American Democracy, Inc.

SCHOOL BOARD POLICIES CONCERNING TEACHERS' PART-TIME EMPLOYMENT

Stuart Anderson, Ph.D.¹

Many teachers cannot, and do not, depend solely on their income from teaching for a livelihood. Although teachers' salaries generally have improved, they have failed to keep pace with the rapid increase in the cost of living. Inadequate salaries have forced many teachers, especially married men, to obtain extra jobs to supplement their income. School boards do not generally contract for the teachers' time after the regular school day or on week ends. And yet time is needed for rest and recreation outside of school hours. In seeking an answer to this dilemma, the general health and teaching efficiency of the teacher are basic considerations.

It is not within the scope of this report to evaluate the effects of this work-experience, but rather to present an analysis of school board policies concerning the control and regulation of teachers' part-time employment outside of school hours during the school year.

Replies were received from nearly 70 per cent of the city superintendents in Wisconsin, in connection with a study of the professional personnel in the secondary schools in the 1946-47 school year. This sample represented 51 of the 61 counties which have one or more cities with a superintendent of schools.

Less than one fifth of the city school boards included in the sample have taken any official action concerning the control or regulation of teachers' part-time employment as may be seen in Table I. The large majority, 81.5 per cent, have established no official policies on this issue.

TABLE I

Has the Board of Education taken official action on the practice of part-time employment or paid professional activity of teachers outside of school hours during the school year?

Response	No.	Per Cent
Yes	15	18.5
No	66	81.5
Total	81	100.0

An analysis of school board policies reported by Wisconsin city superintendents is presented in Table II. Cities which have established policies are reported in the "yes" column. The total for this column is 18 rather than 15, because three superintendents checked more than one policy. Of the 15 superintendents who indicated that the board had taken official action, six reported "discourages outside employment," while four stated that it was "restricted as to amount of time spent in outside employment." In three cities the teacher is "required to secure approval in advance before accepting part-time employment," while one city requires a notice of any part-time employment. Only one city permits no outside employment. This latter restriction has not been enforced in recent years, according to the superintendent.

¹Assistant Professor, The Stout Institute, Menomonie, Wis.

Several of the superintendents who indicated the presence of a school board policy on this issue, commented relative to the problem in their system as follows:

Allowed as long as it does not interfere with the teacher's efficiency.

Contract states they may not engage in any vocation in competition with local merchants. Not in 1947-48 contracts.

Before the war outside employment was not permitted, but this rule was waived when the war began and has not been fully reinstated.

Discourages outside employment except for board of vocational education or recreation board. Does not seem to be a problem in our school.

Although 66 of the superintendents replied that the school board had taken no official action, nevertheless policies were indicated in nine cities. Cities which do not have official board policies are reported in the "no" column. The most frequently mentioned practice, "discourages outside employment," was reported by six superintendents. In two cities teachers were required to obtain the approval of the superintendent, while in two others some other policy was reported. One city required the teachers to secure approval in advance before accepting part-time employment.

TABLE II

School Board Policies Effecting the Part-Time Employment of Teachers

Policy	Board action		
	Yes	No	Total
Requires a notice of any part-time employment; formal approval or disapproval is not required	1	0	1
Teacher is required to secure approval in advance before accepting part-time employment	3	1	4
No outside employment permitted	1	0	1
Discourages outside employment	6	6	12
Required to obtain approval of superintendent	0	2	2
Restricted as to amount of time spent in outside employment	4	0	4
Other procedures	3	2	5
Totals	18	11	29

Although a large majority of the cities do not have a policy, some of the superintendents in these cities commented as follows:

No problem here.

Teachers past few years pay no attention to this (discourages outside employment) sort of policy.

For the duration the board followed the policy that "employment of more than 4 hours per day shall be considered excessive."

Has not become necessary for board action. Practically all such employment is during vacation period.

No teacher permitted to accept employment on school days between 4:00 p.m. and 6:00 p.m.

Summary and Recommendations

1. A large majority of the school boards in Wisconsin have taken no official action on the practice of part-time employment or paid professional activity of teachers outside of school hours, during the school year.

2. The most frequently mentioned policy simply discouraged outside employment.

3. It is recommended that school board policies should not restrict this practice, as long as it does not interfere with the teacher's efficiency.

AASA ADOPTS RESOLUTIONS

The American Association of School Administrators, on January 15, drafted a program for improved public school systems. Teachers were urged to help all citizens to recognize propaganda



John L. Bracken

devices, and to prevent the use of the schools as instruments of any factional agency.

The Association has scheduled three regional conferences, to be held in San Francisco, February 20-23, at St. Louis, February 27-March 2, and at Philadelphia, March 27-30.

Full use of existing and potential school facilities by the national government in support of an adequate national defense plan was pledged by the group.

The administrators also reaffirmed their belief in the necessity of a federal aid plan to enable any state to meet its educational responsibilities in the years immediately ahead.

Ten resolutions were adopted by a nationwide mail ballot conducted among members of the Association. (1) The Association urged an extension of democracy through a constantly improved free public school system. (2) It pledged support of national security and world understanding. (3) It urged more adequate support of the public school system through a federal aid plan. (4) It proposed the development of education through the efforts of the U. S. Office of Education. (5) It urged the need for a continuing study of the administrator to improve the professional status of the superintendent. (6) It endorsed the need for a more effective school program to interpret school needs to the public. (7) It called for the accrediting of nonpublic schools by state school authorities. (8) It asked more adequate educational programs at all levels. (9) It urged the coordination of school services with those of governmental and voluntary agency services.

John L. Bracken, superintendent of schools at Clayton, Mo., was elected president of the Association in a mail ballot conducted among association members. Mr. Bracken, who will succeed Willard E. Goslin March 15, has been superintendent in Clayton since 1923. He had served the AASA as a member of its executive committee from 1943 to 1947, as chairman of the 1942 Yearbook Commission, and as a member of the Advisory Council from 1937 to 1941.

4. It is further recommended that a committee composed of representatives of the school board, the administration, and the teaching staff formulate an acceptable and workable policy concerning the part-time employment practice.

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ADULT EDUCATION IN HERSHEY, PENNSYLVANIA

Raymond H. Koch¹

The people of the community of Hershey, Pa., really believe in education, not just for children but for themselves as well. To them it is a big, exciting, never ending thing, and they prove their belief by going back to school—going on learning—in the adult education program.

Adult education is developing by leaps and bounds in the public schools of Hershey. This community with a population of only 3600 is unique in sponsoring an adult education program which has reached an all-time peak of 952 students enrolled for the year 1948-49.

Hershey is the center of an adult education service area comprising 39 school districts and towns, from which men and women journey two nights weekly, for a term of twenty weeks, to attend courses of their choice. This group of adults is organized into 49 classes with a staff of 38 instructors.

The areas of instruction are:

1. *Evening School*, comprising classes conducted in vocational, recreational, cultural, and general educational subjects.

2. *In-Service Training*, consisting of co-operative training with industry for supervisory personnel; related training for apprentices and upgrading of industrial workers.

3. *Adult Day School*, offering training conducted for individuals during the daytime in vocational, recreational, cultural, and general educational subjects.

All courses have the objective of meeting the individual worker's or professional person's needs. The adult classes attempt to

¹Superintendent, Derry Township, Hershey, Pa.



Edmund F. Smircina
Business Manager, Board of Education
Cleveland, Ohio

Mr. Smircina, who has been appointed business manager of the board of education at Cleveland, Ohio, to succeed the late James F. Brown, was formerly purchasing agent for eleven years. He has been connected with the Cleveland public schools for 28 years, and since September, 1948, has filled the position of acting business manager.

Mr. Smircina received his high school education at St. Ignatius High School in Cleveland. He was graduated from John Carroll University with a bachelor of arts degree, and completed a two-year postgraduate course in philosophy.

provide everyone with an opportunity for self-improvement and also to complete a high school education and receive a diploma. Each

specific subject course is geared to give refresher training, recreational relaxation, hobby interest, cultural appreciation, or to meet the desires of persons desiring to learn something of an immediate, personal value.

The adult education program is administered as a division of the Derry Township Public Schools of Hershey, with Raymond F. Evans as director, under the general supervision of Superintendent Raymond H. Koch.

Instructional services to be rendered to the public are indicated through the media of the local newspapers, posters, radio-station announcements, and also by eye-catching folders. A short description of the offering of each course, the night classes held, fees, and other pertinent information are contained in a vest-pocket folder distributed in the school service area.

Some of the high-lighted courses this year are: standard evening high school, bricklaying, adjustment counseling, building construction and planning, interior decorating, foremanship training, Dutch design painting, Spanish, aircraft and engine mechanics, and Dutch language.

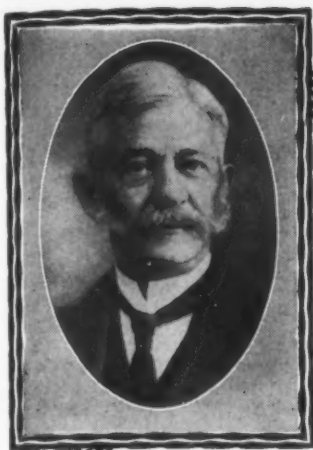
MR. SMIRCINA PROMOTED

The Cleveland school board has appointed Edmund F. Smircina, 53, veteran employee of the school system and acting business manager, to the post of business manager to succeed the late James F. Brown. Smircina had been running the business department since September.

Mr. Smircina's selection dealt a blow to a proposal by the Cleveland Teachers Association, recently introduced before the board, to abolish the post of business manager and place his duties in the hands of the educational department. The C.T.A., through its executive secretary, Ira D. Lucal, immediately protested publicly the board's action. The Association complained it was not given a sufficient hearing on the question and asserted that Cleveland elementary and high school principals were in favor of unification of administrative control.



The Board of Education, Port Huron, Michigan, is working together with Superintendent Howard D. Crull and the teaching staff in developing a higher standard of school service throughout the school system. Left to right (standing): Said M. Touma, attorney for the School District; Gerald F. Collins; Clare R. Sperry; Harold Bauman. Seated: Russell M. Norris, secretary; Oliver M. Hanton, president; Mrs. Earl Kasdorf, vice-president; William Juengling.



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SCHOOL BUSINESS ADMINISTRATION

INSPECTION OF SCHOOL LUNCHROOMS IN ST. LOUIS

In the pupils' lunchrooms operated in the schools of St. Louis, Mo., the utmost care and precaution is taken to assure sanitary conditions, good food, balanced diets, and economic operation of the entire enterprise. In his recent report to the board of education, A. K. Nushan, supply commissioner, discusses the policies followed to achieve these results.

All employees are instructed to carefully check and weigh all commodities as received. Each lunchroom is properly equipped to permit the carrying out of these tests. All meat used in the lunchrooms is not only government inspected, but also checked for compliance with government grades and school-board specifications. Poultry and eggs are also graded weekly by the government graders, and if delivered without the seal are promptly rejected. Ice cream is checked weekly by a neutral dairy laboratory to determine that the butterfat content is rigidly adhered to. Flour, too, is tested as to compliance with the specifications by a local commercial laboratory.

The detailed specifications set up for food purchases assure the highest quality of food, but Mr. Nushan holds that the important factor is to know that the food delivered actually complies with the high standards set in the specifications.

As a further safeguard and protection to the children, all employees in the lunchroom are examined periodically by the physicians of the Division of Health and Hygiene, and are instructed as to the correct methods to be followed to maintain sanitary conditions. At regular intervals, the Director of Health and Hygiene and his staff make a thorough inspection of the lunchrooms and submit a detailed report to the board. The character of the inspection may be judged from the following inspection outline and report form.

An inspection of your lunchroom has this day been made, and you are notified of the defects marked below with a cross (x). A check indicates a satisfactory condition. A dash (—) indicates the condition was not observed or the item is not applicable.

Floors: Easily cleanable construction, smooth, good repair (—); clean (—).

Walls and Ceilings: All: Clean, good repair (—); kitchen: light color (—); walls smooth, washable to level of splash (—).

Doors and Windows: Outer openings with effective screens and outward opening, self-closing doors, or fly-repellent fans, or flies absent (—).

Lighting: Food preparation or storage rooms are well lighted (—).

Ventilation: All rooms (except cold storage) reasonably free of odors and condensation (—).

Employee Toilet Facilities: Sufficient and comply with law (—), conveniently located (—), good repair (—), clean (—), self-closing doors (—); washing sign for employees (—); well ventilated (—); in new establishments, not direct opening (—); X if privy is used (—).

Water Supply: Running water accessible to food preparation and utensil washing (—); supply adequate and safe (—).

Employee Lavatory Facilities: Adequate, convenient (—); hot and cold running water (—); soap (—); approved sanitary towels (—); hands washed after toilet (—).

Construction of Utensils and Equipment: Multi-use utensils, show and display cases, windows, counters, shelves, tables, refrigerating equipment, sinks, and other equipment or utensils easily cleaned (—); are kept in good repair (—); no lead or cadmium utensils (—).

Cleaning of Equipment: All equipment, including display cases, windows, counters, shelves, tables, refrigerators, stoves, hoods, and sink are clean (—); cloths used by employees are clean (—); single service containers used only once (—).

Cleaning of Utensils: Eating and drinking utensils are pre-rinsed (—); thoroughly cleaned after each use with hot water 110 to 120 deg. F. (—); water kept reasonably clean (—); utensils clean to sight and touch (—); suitable detergent used (—); after cleaning utensils are subjected to one of the bactericidal processes (—); as required by Sec. 18, hot water (—); Sec. 19, chlorine (—); Sec. 20, steam cabinet (—); Sec. 21, hot air cabinet (—); or by other approved process (—); cooking utensils cleaned properly each day (—).

Large utensils adequately treated with live steam, boiling water, or chlorine spray or swab (—).

Drying cloths, if used, kept clean and used for no other purpose (—).

Mechanical dishwashing (describe type and use) (—); special inspection available (—).

No poisonous materials used for cleaning or polishing of utensils (—).

Storage and Handling of Utensils: Stored in clean, dry place, protected from flies, splash, dust, etc. (—); single-service cups and straws in sanitary cartons (—); frozen desserts dispensing spoons, dippers, dry or kept in 170 deg. F. or running water (—).

Disposal of Wastes: Liquid wastes properly disposed of (—); garbage and trash in suitable receptacles, covered pending removal (—); removed frequently (—).

Refrigeration: Readily-perishable foods stored at 50 deg. F or less except when being prepared or served (—).

Wholesomeness of Food: Wholesome, clean, no spoilage (—); prepared safe for human consumption (—); milk, fluid-milk products, frozen desserts, from approved sources (—); milk, etc., served in original bottles or from approved bulk dispenser (—); milk grade posted (—); all meat officially inspected (—); shellfish from approved sources (—); kept in containers in which they were placed at shucking plant (—).

Protection From Contamination: Food and drink stored, displayed, and served protected from dust, flies, and rodents (—); no live animals (—); elimination of flies, roaches, and rodents (—); ratproofed (—).

Cleanliness of Employees: Clean outer garments, hands clean, no spitting, no tobacco used (—); women wear nets (—).

Miscellaneous: Premises kept clean and neat (—); clean, adequate lockers for employees' clothing (—); soiled linens, coats, and aprons kept in containers (—); employees have food handler training cards (—).

Disease Control: No person at work with any disease in communicable form, or a carrier (—); health card posted in toilets (—).

Patron's Toilet Facilities: Provide privacy (—); self-closing doors (—); properly labeled as to sex (—); handwashing facilities available (—); toilet rooms and fixtures clean and in good repair (—); floor non-absorbent material (—); soap and single service, approved towel service provided (—); no common drinking cup (—); drinking fountains (—); single service cups available (—); waste container for used cups (—).

SALARY SCHEDULE FOR NONPROFESSIONAL SCHOOL EMPLOYEES

The school board of Providence, R. I., has adopted new salary schedules for secretaries, clerks, and drivers on a 12-month and ten-month basis. The salaries specified are the maximum for the classes and for 12-month employees are: Class E, \$2,100; Class D, \$2,425; Class C, \$2,625; Class B, \$2,950; and Class A, \$4,000.

For employees on a ten-month basis, the salaries are: schedule year 1, \$1,300; year 2, \$1,400; year 3, \$1,500; year 4, \$1,600; year 5, \$1,700; years 6 and 7, \$1,800; years 8, 9, 10, \$1,900; years 11 and succeeding, \$2,000; high school secretaries, \$2,425 maximum.

The salaries of secretaries, clerks, and drivers were adjusted, to provide a \$200 cost-of-living bonus to become an integral part of the basic salary, and to provide for annual increments to which they were entitled under the former schedule. In addition, they received for 1948-49, increases in salaries equal to the amounts by which the maximums for their classes exceed the maximums, including bonuses or schedule years to which they were entitled prior to September, 1948, under the former schedule.

SCHOOL BUILDING CONSTRUCTION

During the month of December, 1948, contracts were let for 18 school buildings in Pacific Coast states, at a cost of \$2,322,113. Additional projects in the number of 43 were reported, in preliminary stages, to cost an estimated \$10,890,000.

Dodge reports that in 37 states east of the Rocky Mountains, contracts were let in December, 1948, for 249 school and college buildings, to cost \$61,087,000.

SCHOOL BOND SALES

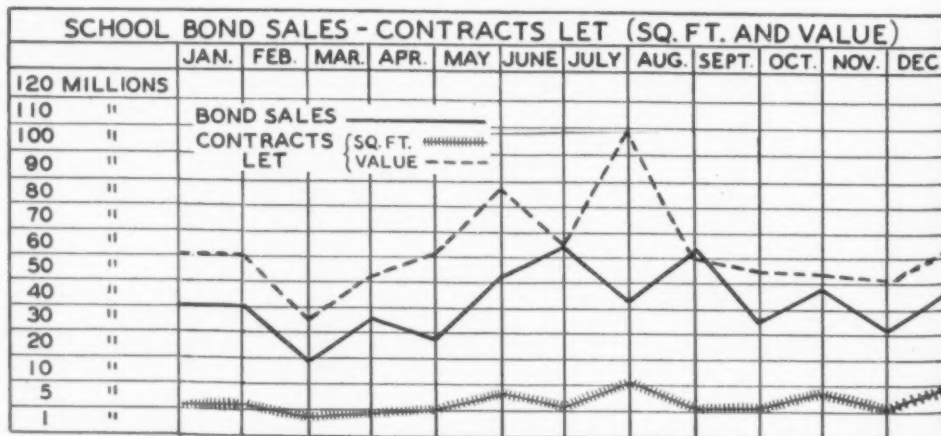
During the month of December, 1948, school bonds were sold in the amount of \$46,962,546. The largest sales were made in the states of California, \$6,740,378; New York, \$4,397,000; and Ohio, \$6,385,500.

The Bond Buyer reported that the average price of twenty bonds, as of January 6, 1949, was 2.19 per cent.

During the month of November, 1948, school bonds were sold, in the amount of \$32,639,191. The average yield for 20 bonds in large cities was 2.34 per cent. During the same period refunding bonds, etc., were sold, in the amount of \$3,670,000.

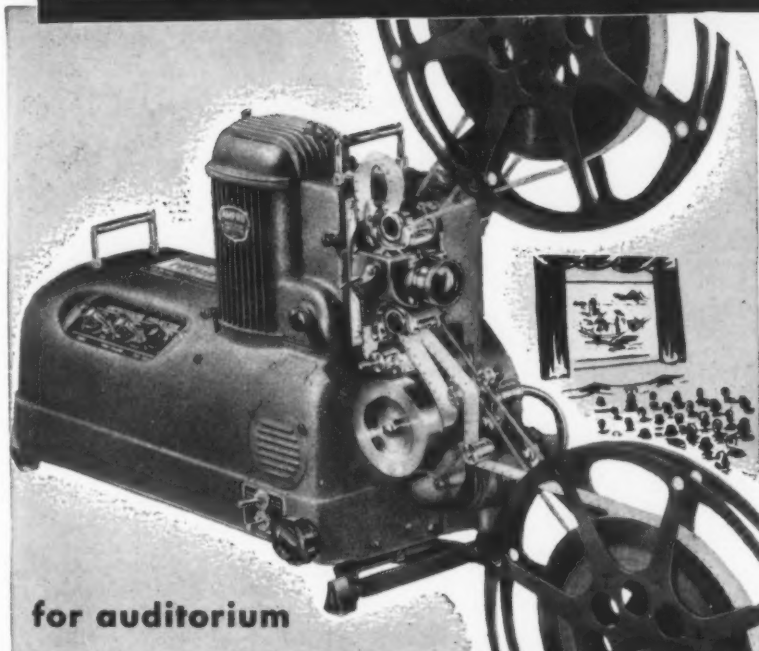
The Los Angeles, Calif., city schools have sold 15 million dollars of City High School District bonds at 100.05, due January, 1950 to 1972, with a 2 per cent coupon, and \$6,500,000 City School District bonds, with a 2 per cent coupon due January, 1953 to 1972, at 100.14.

The Berkeley, Calif., Unified School District, in Alameda County, has sold \$7,966,000 in bonds, with interest coupons ranging from 1½ to 3 per cent for different maturities, at a net interest cost of 1.78061 per cent.



In 1948 the sales of school bonds amounted to \$513,806,739, and contracts let for school building construction totaled \$775,156,000.

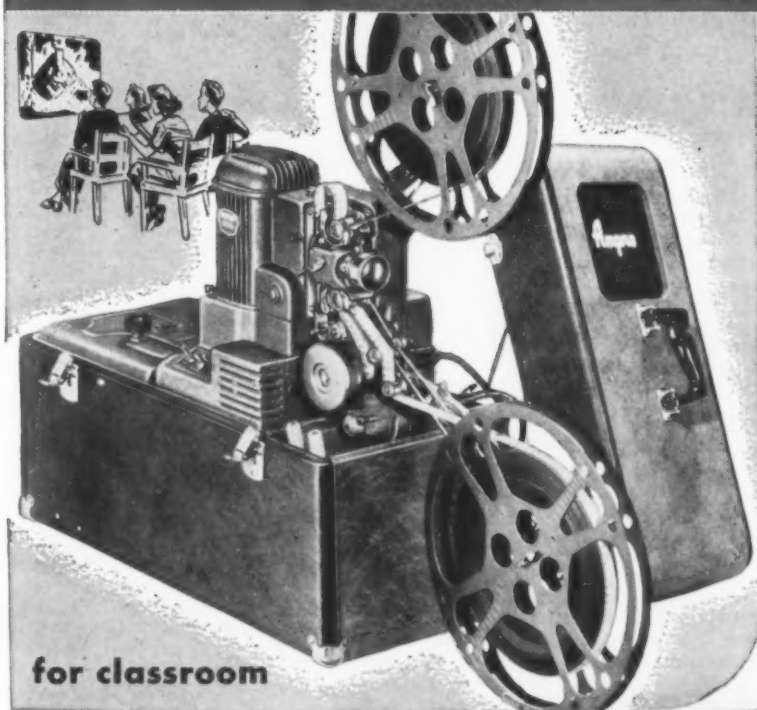
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School Lands and Funds

An Illinois community school district, like any other school district established under enabling legislation, is entirely subject to the legislature's will thereafter, and with or without the consent of the inhabitants of a school district, over their protests, and even without a notice or a hearing, the state may take the school facilities of the district, without giving compensation therefor, and vest them in other districts or agencies, and the area of the district may be contracted or expanded, may be divided, may be united in whole or in part with another district, or may be abol-

ished. Smith-Hurd Stats. c. 122, §§ 8-9 to 8-14.—*People v. Deatherage*, 81 Northeastern reporter 2d 581, 401 Ill. 25.

An Illinois school district owns no property, all school facilities, such as grounds, buildings, equipment, etc., being in fact and law the property of the state and subject to legislative will.—*People v. Deatherage*, 81 Northeastern reporter 2d 581, 401 Ill. 25.

Schools and School Districts

An Illinois act permitting organization of community school districts does not violate a constitutional provision that a frequent recurrence to the fundamental principles of civil government is absolutely necessary to preserve the blessings of liberty. Smith-Hurd statutes, Ill. constitution, art. 2, § 20.—*People v. Deatherage*, 81 Northeastern reporter 2d 581, 401 Ill. 25.

Where a statute conferred on the commissioner of school buildings the responsibility for their

ventilation, warming, sanitary condition, and proper repair, the commissioner was not vested with full and final authority with respect to preparing and serving clean food in schools so as to exempt the school restaurants from the provisions of an ordinance regulating restaurants. Mo. R.S.A., § 10731.—*Bredeck v. Board of Education of City of St. Louis*, 213 Southwestern reporter 2d 889, Mo. App.

A school district may constitute a community for only school purposes, and though people of the district may go to centers without the district for purposes of business, worship, or pleasure, such does not change the aspect of the community for school purposes. Smith-Hurd Statutes, Illinois Const., art. 8, § 1.—*People v. Deatherage*, 81 Northeastern reporter 2d 581, 401 Ill. 25.

Whether a school district is compact and contiguous must be determined by the application of a present-day yardstick, which has been materially lengthened by the advent of more and better all-weather roads coupled with increasing use of school buses for the transport of pupils. Smith-Hurd statistics, Ill. Const. art. 8, § 1.—*People v. Deatherage*, 81 Northeastern reporter 2d 581, 401 Ill. 25.

A community unit school district which was 14½ miles long, and which varied in width from 2 miles to 10 miles, was "compact and contiguous" so that a constitutional provision that the general assembly shall provide a thorough and efficient system of free schools, was not violated. Smith-Hurd statistics, const. art. 8, § 1.—*People v. Deatherage*, 81 Northeastern reporter 2d 581, 401 Ill. 25.

Where at the time a local school district borrowed money from the bank, a statute limited repayment of the loan by declaring that it should be paid back out of any funds coming into the hands of the board of trustees from a local district tax collected on the property within the district, the statute became part of the contract and could be relied on in a mandamus proceeding to require payment to be made out of the school maintenance fund, though at the time of the mandamus proceeding the statute had been repealed. Ga. code, § 32-1135.—*Board of Education of Candler County v. Franklin*, 49 Southeastern reporter 2d 804, Ga.

The opening of a school or the contracting with a teacher are part of the general and ordinary business of the school corporation and as such should not be enjoined without notice to the county superintendent and school board.—*Ia. rules of civil procedure*, rule 326; *Ia. code of 1946*, § 279.15.—*Kesselring v. Moreland*, 34 Northwestern reporter 2d 192, Ia.

Pupils and Conduct of Schools

The Wisconsin legislature has the power to change the amount of tuition claim for a non-resident high school pupil for any given year. Wis. statutes of 1945, § 40.47 (5), 370.05.—*City of Mineral Point v. Davis*, 34 Northwestern reporter 2d 226, Wis.

DR. CHARLES LAKE RETIRES

Dr. Charles H. Lake, for 32 years associated with the public schools of Cleveland, Ohio, retired on December 31, upon reaching the retirement age of 70.

Dr. Lake, who had been identified with the leadership of the city's wide-flung and progressive educational system, retires after a useful and busy life. His nearly half century in schoolwork has been predicated on a theme of liberating the inherited, latent, and patent intelligence of the school children. From his ideas and feelings about education have sprung new concepts and patterns of teaching pioneered in Cleveland and widely copied elsewhere.

Another of Dr. Lake's educational theories—the development of abilities that are of value to the individual and to society—has reached far beyond its concept of guidance. At the close of a long, pioneering career he can soberly appraise all the new wrinkles, all the advances and improvements in teaching, and still say: "The biggest thing in education is the pupil and the teacher."



ESTABLISH STUDENT PERSONNEL DEPARTMENT

Under the direction of O. E. Hill, superintendent of schools, a Student Personnel Department has been established this year in the high school of Upper Arlington, Columbus, Ohio. A co-ordinator of the department has been appointed who has charge of guidance, counseling, curricular adjustments, social problems, and testing procedures.

According to Supt. Hill, the practical results of the service warrant the cost of the service. It is believed that many serious problems will be eliminated through prevention rather than remedy.

In past years 98 per cent of the students of the high school have gone to college. Of these, 95 per cent have made good. The department is detecting and offering help to the 5 per cent which are lost. In some instances, it means that the department discourages the student about entering college.

FRATS EXCLUDED

The Cleveland, Ohio, board of education, by unanimous action, has voted to exclude fraternities and sororities from the public school system.

Not long after the Cleveland board acted, the suburban Cleveland Heights board of education took similar action.

The legislation in Cleveland will give pupils 30 days to end their membership in the societies, illegal in Ohio by state law. Failure to comply with the board rule will result in suspension. Supt. Mark C. Schinnerer reported that the administration had evidence the fraternities and sororities were expanding in the system and asserted the new regulation would give him power to eliminate them quickly.

The action in Cleveland Heights, a large and wealthy suburban area, was especially significant because the societies had been operating openly in the schools.

SCHOOL TELEVISION NETWORK PLANNED

The organization of the first major television network enterprise in the field of daily education for children has been started by the National Education Association, the boards of education of New York City, Philadelphia, Baltimore, and the National Broadcasting Company.

A series of telecasts for children of pre-high school age is planned for Mondays through Fridays, at 4 p.m., on the NBC television network, starting this year. The series will be entitled "Stop, Look and Learn" and will encompass a wide range of subjects, including geography, history, government, science, literature, and music. The series is being held during after-school hours in order to tie together student, teacher, and parent activities.

SCHOOL ADMINISTRATION

► The public schools of Elyria, Ohio, under the direction of Supt. Harold E. Eibling, are participating in a study being made by the Ladislav Sego Associates, Cincinnati, in the preparation of a master plan for the city. Education as one of the important phases of the development of the city has been given a prominent place in the study. The results of the study will be used in the planning of a school-bond-issue to be presented to the city in November, 1949. The bond issue, to involve from \$3,000,000 to \$4,000,000, will be used in financing a new school-building program to include one new building and additions to other structures.

► Olean, N. Y. The audio-visual education program has been expanded in scope to include all schools. Each school has been provided with sound projectors and recording devices and a



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library of films and records has been established.

Supt. Donald M. Keagle reports that the kindergarten registration procedure has been improved this year. Parents have been given bulletins and booklets explaining the aims and objectives of kindergarten work previous to the registration time. Parents were urged to be present at registration time so that they might witness the procedure and see that their child passes the physical examination.

Better home and school relationships, as well as a better public understanding of the school program has been made possible by allotting space in the local paper. At least 15 minutes' time is allowed weekly on the local radio station for school news and programs of interest to school patrons and the public.

The course of study has been revised to include the social studies. The teachers have developed a system of cumulative records and a testing pro-

gram for improving the instruction. A director of elementary education has been employed to supervise the work of the elementary grades.

► Bellefontaine, Ohio. New courses in machine-shop practice and commercial co-operative work have been introduced in the high school this year. The courses were made possible by an endowment fund for the establishment of a trade school.

Local businessmen have co-operated with the schools in the operation of a guidance program. Talks were given, interviews held, and a testing program was carried out in the junior high school by the local kiwanis club.

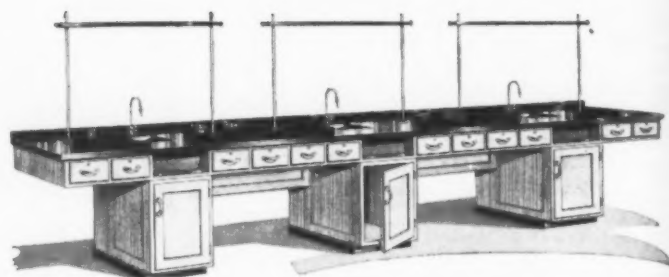
► Milwaukee, Wis. The Shorewood suburban school board has considered the employment of a full-time recreation director to correlate all recreational activities to be conducted during the four seasons. Summer sports would come under the direction of the joint school and village program.

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NEW SICK-LEAVE POLICY IN PEEKSKILL, N. Y.

The school board of Peekskill, N. Y., has adopted a sick-leave policy, applicable to all employees—teachers, custodians, and other full-time employees. Sick leave is not allowed for the first six months, but after six months and up to five years, 10 days' sick leave with pay are allowed. For employees with five or more years' service, it provides 2½ days' sick leave per year of service, with full pay. In other words, any employee with thirty years' continuous service will be entitled to 75 days' sick leave each year, with full pay. At the expiration of the sick leave the board will consider each case separately and award additional leave with pay.

The board maintains a retirement policy, adopted in March, 1948, which is designed to benefit all employees. Employees who have been in continuous service for 35 years or more and who have attained the age at which they may retire, will receive double salary for their last year of service provided they notify the board in March of the previous year of their intention to retire.

The plan also provides that employees in continuous service for 25 years or more, but less than 35 years, and who have attained the age at which they may retire, will receive proportionate benefits provided they notify the board of their intention to retire. In other words, any school employee who has worked continuously for 35 years and who will reach the age of retirement in

June, 1950, will receive double salary for the year 1949, provided they notify the board on or before March 1. The latter plan went into effect in June, 1948.

TEACHERS' SALARY NEWS

► Lowell, Mass. The school board has given flat \$200 increases to all teachers, and an additional \$113 increase to junior high and elementary teachers. This is the first step toward the adoption of a single-salary schedule.

► Fitchburg, Mass. The school board has voted to renew a \$200 temporary cost-of-living pay increase for teachers and school employees.

► The median salary for full-time teachers in New Mexico is \$3,042, according to R. F. Asplund, director of the New Mexico Taxpayers' Association. A total of 125 teachers are now receiving \$4,000 per year or more. Twenty teachers, all in rural schools, are receiving less than \$1,500 per year. The average salary for teachers in 1946-47 was \$2,237, and for 1947-48, \$2,708. It is expected that the average for 1948-49 will be slightly over \$3,000.

► The board of education at Elyria, Ohio, has adopted a new salary schedule, providing increases ranging from \$190 to \$340, and additional payments for special services in amounts ranging from \$100 to \$750. The schedule sets up a minimum of \$2,400 for teachers with a bachelor degree and no experience, and allows a maximum of \$3,800 for teachers with a master degree and 12 years' experience. The schedule is the result of a special study of salaries conducted by the teachers' advisory council under the direction of Supt. Harold E. Eibling.

► A statewide school sanitary code has been placed in operation in the state of Arizona, following approval by the Arizona state board of education. The code regulates and standardizes such items as drinking fountains, maintenance of school grounds, toilet facilities, heating and ven-

tilation, and various other phases affecting the health of school children.

► Beloit, Wis. Teaching efficiency in the public schools is to be rewarded under a new salary schedule which will include a system of teacher evaluation. Under the new system, satisfactory teachers will be rated in two categories, superior and good, and their salary will be based on their rating. Teachers rated unsatisfactory will be placed on a one-year probationary period so that they may take steps to improve their efficiency.

Evaluations will be based on three things: background and qualifications, classroom performance, and pupil growth or advancement. All satisfactory teachers will be eligible to qualify for teaching efficiency bonuses, with a maximum of \$448 for a teacher rated superior over a 14-year period.

Superior teachers will be given a bonus of \$32 each year they are so rated, and good teachers will get \$28 added to their regular annual salary. All efficiency awards will be cumulative over a period not to exceed 14 years.

► Lawrence, Mass. The school board has approved a new single-salary schedule for 1949, which will benefit the 356 principals and teachers in the high and elementary grades of the school system. The schedule is based on preparation and professional improvement and became effective as of January 1, 1949. Future limits will be: Without degree, \$1,800 to \$2,800; bachelor's degree, \$2,000 to \$3,500; master's degree, \$2,400 to \$3,900. Teachers without degrees may go to a bachelor's rating after 16 years' experience. After January 1, no person will be eligible for an elementary or high school teaching position who does not possess a bachelor's degree.

► Peabody, Mass. The school board has approved salary increases for school employees for 1949 amounting to approximately \$20,000.

► Oskaloosa, Iowa. The pay of substitute teachers has been increased from \$7.50 to \$10 per day, from and after January 1, 1949.



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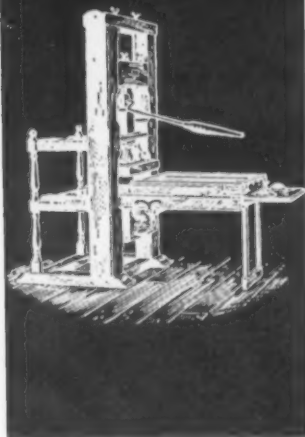
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SCHOOL BUSINESS PUBLICATIONS

School Housing Needs in City School Systems, 1947-48

Paper, 50 cents. Bulletin No. 4, December, 1948. Published by the Research Division of the National Education Association, 1201—16th St., N. W., Washington 6, D. C.

This bulletin portrays some of the crucial schoolhousing needs of city school systems. The information was obtained by means of a questionnaire from 1600 superintendents of schools in all city systems in communities above 2500 in population. The findings indicate that a shortage of proper schoolhousing in city systems is widespread and serious. A fifth of the buildings in use are 50 years old. More than one half of the nation's cities have some

schools that are overcrowded. About one city in ten has such limited facilities that at least part of the pupils have only half-day sessions. Portable or temporary buildings are in use in 15 per cent of the nation's cities and rented buildings in 9 per cent. Twenty-four per cent of the cities reported that they were continuing to use obsolete school buildings which had been condemned as unsuitable for school use. The bulletin concludes with the statement that the danger point has been reached and that further delay in building must not be permitted. Unless the problem is attacked vigorously in every community, tremendous educational losses may occur.

A Report on Recent School Buildings

Paper, 48 pp. The Board of Education, Burbank, Calif. This is a pictorial story of the magnificent progress made by Burbank in developing educationally adequate school buildings. The school executives and the board of education at Burbank had the courage to break away from tradition and to develop new types of plans, new types of elementary schoolrooms, new methods of lighting—all addressed to more adequate instructional standards. These lead to good maintenance and ultimate economy.

More State Aid or More Local Taxes

Paper, 28 pp., 50 cents, The Tax Institute, New York 7, N. Y.

This booklet discusses the fiscal straight jacket under which local governments have been confined and which is beginning to burst at the seams. The six contributing writers are specialists in government financing and suggest practical arguments for broader state support and for broader local powers of taxation. School-business managers will find it a valuable survey.

Tax Legislation in 1948

October and November issues of Tax Policy, published by The Tax Institute, 150 Nassau St., New York 7, N. Y.

These pamphlets review in detail the tax legislation issued in connection with state and local taxes. Valuable for students of public financing.

The Administration of Bond Issues in Selected Pennsylvania School Districts

By William Benjamin Castetter. Paper, 112 pp., \$1. Educational Service Bureau, 3812 Walnut St., Philadelphia 4, Pa.

This study is a thorough analysis of the legal controls and the efficiency of the local practices in 40 Pennsylvania school districts in the management of bonds as instruments of indebtedness. On the basis of 18 well-considered criteria for judging the educational, economic, and total welfare efficiency of local school bonding practices, the author finds that the practices in seven second class districts is generally efficient; that 15 third class districts in most instances are in a very satisfactory situation; but that 18 fourth class districts (population less than 5000) suffer from local lack of information and leadership and consequently have many unwise and expensive debt service conditions.

On the whole Pennsylvania has excellent laws controlling bonded indebtedness for schools. Its shortcomings are due, as the author points out, to a lack of state control of local practices, to failures to compel co-ordination of all local debts; to insufficient guidance of local authorities by the state; and to details of the laws which make for too rigid methods of repayment, insufficient advertising, and wise total financial management of local school districts. Much of the difficulty could be eliminated if the fourth class districts which represent 88 per cent of the school units, were consolidated into larger natural districts that could provide competent business management and economical school organization.

The present study deserves careful reading on the part of school-business executives. The author has woven into his text a worth-while point of view on every major aspect of school bond management. While many of the specific recommendations are intended for Pennsylvania, most of the procedures apply to every state. The four following functions urged as an activity of a division of the state department of public instruction, are typical of the soundness of the author's conclusions:

"In order to improve debt administration in local Pennsylvania school districts, the state administrative plan for controlling local government debts should be improved. To furnish adequate advisory service and supervision to local school districts in matters pertaining to bonded indebtedness, an agency to render such service should be created within the Bureau of School Administration, Department of Public Instruction. This agency should be charged with the following major functions:

"1. To provide written instructions to local school districts relative to the preparation, marketing, and servicing of school bond issues. These instructions should include model forms for preparing bond recitals, sale notices, prospectus, and other information which will be useful to local officials to promote efficient debt planning and management.

"2. To provide financial technical service to school districts for the administration of school bond issues. This service should be obligatory for school districts facing serious debt situations, such as default or bankruptcy.

"3. When debt problems such as the foregoing arise, this agency should have the authority to recommend appropriate remedial measures to restore affected units in an operational basis, financially. If necessary, this agency should be authorized to recommend temporary state receivership to the Department of Public Instruction for its consideration and action.

"4. To provide a uniform, comprehensive bond record system which will indicate readily the current status, as well as the complete history of all transactions relating to the bond issues floated by the district.

"In addition to the legal services rendered by the Bureau of Municipalities, Department of Internal Affairs, the functions of this agency should be extended to enable it to act as a central statistical and informational unit in matters relating to capital improvement planning and financing."

Teachers' Salaries and Economic Trends, October, 1948

Bulletin No. 1, November, 1948. National Education Association, Washington 6, D. C.

Integrated Office Practice Instruction Includes Adding-Listing Machines

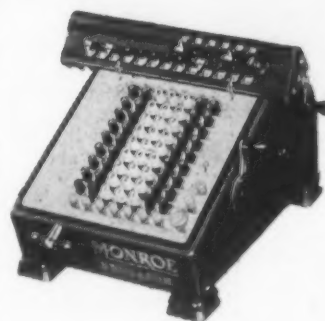
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- Office Practice Rotation Plan Formulas (form XSS-243)
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IRWIN SEATING COMPANY, Grand Rapids, Mich.

SCHOOL BOARD CONVENTIONS

CONNECTICUT SCHOOL BOARDS ASSOCIATION DISCUSSES BASIC EDUCATIONAL NEEDS IN THE STATE

The Connecticut Association of Boards of Education, at its annual conference at Hartford, on December 8, 1948, took up various problems connected with the educational needs of the state. Dr. Finis E. Engleman, Commissioner of Education, talked on "Basic Educational Needs"; Brig. Gen. Charles T. Lanham, special assistant to General Omar N. Bradley, speaking on "A Better

Citizen, a Better Soldier," said that educators, clergymen, and the local community must cooperate to see that the army period of young lives is not an educational wasteland. Governor-elect Chester Bowles discussed proposed school legislation.

Col. Vernon S. Morehouse, director of Selective Service, told the group that boards of education have a responsibility in advising high school students about their draft status and aiding them to make decisions satisfactory under existing laws.

Dr. Engleman, in his talk on State Aid to Education, said that an increase in such aid is needed in order to meet increased school costs, amounting to \$40 for each pupil.

Dr. Albert N. Jorgensen, of the University of Connecticut, in stressing the differences between education in democratic and totalitarian countries, said that the purposes of American education are to acquaint each citizen with current problems, to give him a knowledge of various problems, and to

inform him as to the needs and possibilities of the future.

Mr. Bowles, in stressing the importance of high educational standards, said that he was fully aware of the educational needs of the state and that he intended to make specific proposals for meeting them.

At the business meeting officers for the year 1949 were elected. Dr. Motten was elected president; Mrs. Hallet Clarke was elected secretary; and Edward J. O'Brien was named treasurer.

TENNESSEE SCHOOL BOARDS DISCUSS SCHOOL FINANCING AND SCHOOL BUILDING PROGRAMS

The Tennessee School Boards Association, at its annual meeting in Nashville, January 6, took up various problems relating to school financing and school building construction. President F. H. Trotter, Chattanooga, presided.

James E. Gibbs, the first speaker on the program, discussed "Financing the Schools." J. B. Calhoun, of the State Department of Education, talked on "School Building Programs." Each of these men stressed practical points in their respective fields of direct interest to school board members. Members in attendance learned where the state money comes from and how it is being spent. They heard many fine things concerning the financing and erection of school buildings.

Robert M. Cole, of Springfield, Ill., gave an informational talk, telling the group how other associations have gone forward and suggested ways and means of improving the Tennessee Association. The address was highly instructive and the members realized as never before, the contributions which a State School Board Association can render to school boards and their members.

At the afternoon session, business matters were taken up and three resolutions were approved: (1) that the Association seek an appropriation from the state legislature in the amount of \$15,000 per year for the next biennium for the collection and exchange of information pertaining to school operation between school boards and their members; (2) that the Association seek legal statutes that will place the president of the association on the State Board of Education as an ex-officio member; (3) that the legislature amend a law concerning school buildings, to cause the contractors licensing act to read \$100,000 in place of \$10,000 exemption. Governor Browning, who spoke at the association banquet, discussed the general pattern of a program for improving the present program of education in the state. He proposed the establishment of a salary of \$2,000 a year for beginning teachers; suggested new state appropriations for school buildings and transportation; proposed an appropriation of \$2,000,000 for general operating expenses, and \$1,650,000 for transportation; and an appropriation of \$1,000,000 for the teacher retirement system.

CLEVELAND ELECTIONS

The Cleveland board of education has unanimously re-elected Mrs. Norma F. Wulff to her fifth consecutive term as president for 1949. Members also without dissent named Charles A. Mooney as vice-president to succeed Carl F. Shuler.

Michael F. Wach, clerk-treasurer, was reappointed for another year at his 1948 salary of \$9,500. Edmund F. Smircina, former purchasing agent, who had been appointed business manager to fill the unexpired term of the late James F. Brown in December, was given a year's contract as business manager at \$8,500.

Mrs. Wulff this year starts her twelfth year on the Cleveland board. She first became president in January, 1945. Mr. Shuler, former Cleveland city law director, had been vice-president since 1946.

Mr. Mooney, an insurance broker, is the son of the late Congressman Charles A. Mooney of Cleveland. He was graduated cum laude from the University of Notre Dame and also won a degree from the school of law at Western Reserve University in Cleveland. He was appointed to the board in January, 1945.

Dr. Charles H. Lake, former Cleveland superintendent, who for the past two years had been special consultant to the board, retired the first of January. He was in public education in Cleveland for 32 years. He was superintendent from May, 1933, to May, 1947. He is 70.

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► Davenport, Iowa. The board of education has begun plans for a proposed long-range building program, to cost approximately \$3,500,000. An election has been called to approve a bond issue of \$3,500,000, to be spread over a 20-year period.

► Carlsbad, N. Mex. The school board has called for bids on the new Alta Vista Junior High School, to be completed late in 1949.

► Indianapolis, Ind. Architects have completed the preliminary plans for the Emmerich Manual Training School, to be completed at a cost of \$3,500,000. Messrs. D. A. Bohlen & Sons are the architects.

► Jackson, Mich. The school board has received the preliminary plans for the new South School in Summit township, to cost about \$193,000.

► Wichita, Kans. The board of education has approved plans for the Isely Elementary School, to cost \$288,000. Construction work has been started and the building will be completed late in 1949.

► Fritch, Tex. The school board of the Fritch-Sanford independent school district has sold \$100,000 worth of school bonds to a bank in Bolger.

► Muncie, Ind. The school board has approved recommendations for an expansion of the city school plant. The recommendations were contained in a report of a survey made under the direction of Dr. T. C. Holy, of Ohio State University. The plans call for additions to the Garfield School, to start next spring under the direction of Architects McGuire & Shook.

► Alliance, Neb. Architect E. G. Schaumburg, of Lincoln, has prepared preliminary plans for the new high school addition, to be erected in 1950, at a cost of \$300,000. Other proposed projects are a grade school, a football stadium, and an addition to a grade school.

► Emporia, Kans. The school board has approved the preliminary plans for the Walnut School, to include 12 rooms and an auditorium-gymnasium, and to cost \$300,000. Messrs. Brinkman & Hagan are the architects.

► Lubbock, Tex. The voters have approved a school-bond issue of \$1,250,000 for the financing of a school building program. The proceeds of the bonds will be used for the construction of three elementary school buildings, for the enlargement and modernization of several old buildings, and for improved lighting systems.

► Fort Worth, Tex. The school board has received bids for the construction of the Bluebonnet Hills School, to cost approximately \$260,617.

► Fort Collins, Colo. The school board has awarded the contract for the construction of an elementary school, to cost about \$288,467.

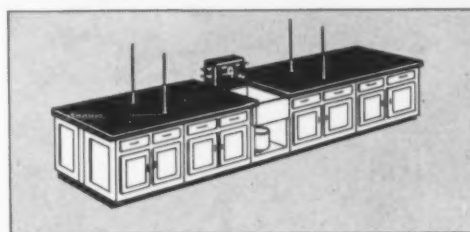
► Iola, Kans. The school board has sold a school-bond issue of \$230,000, at an interest rate of 1 3/4 per cent. The bonds sold for a premium of \$7.17 per thousand.

► Odessa, Tex. The school board has begun plans for the new junior high school in Highland Park Addition, to cost \$1,000,000.

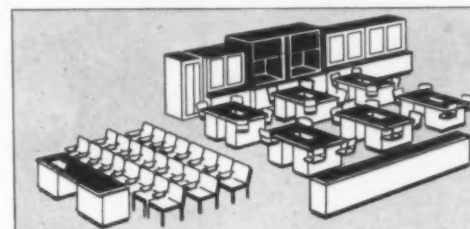
► San Antonio, Tex. Bids have been received for the new gymnasium of the Alamo Heights High School, to cost about \$200,000.

► Tulsa, Okla. Construction work has been started on the Booker T. Washington Negro High School, to cost \$1,440,000. W. Alva Fry is the architect of the building.

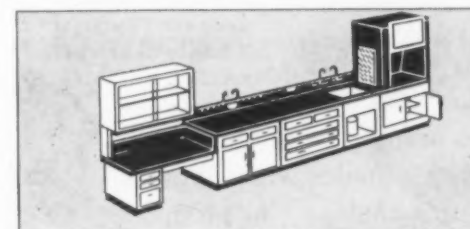
► Salt Lake City, Utah. A 1-mill special tax levy for five years was approved by the voters, and a \$2,600,000 school-bond issue received approval. The building program made possible by the December school election, will go forward immediately to meet the most pressing and long-range needs of the school system. Two elementary



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schools, begun in the fall of 1948, will be completed in 1949 and will relieve serious congestion in the southeast section. The program includes four elementary schools, a new junior high school, a senior high school, and sites for several new schools.

► The school board of Upper Arlington, Columbus, Ohio, has sold \$748,000 in school bonds. The proceeds of the bonds will be used to finance the erection of an addition to the elementary school plant, planned to meet the needs of a residential suburban community. In addition to classrooms, the building will contain an auditorium, a library, an arts and crafts shop, a gymnasium, a cafeteria, a library, and kindergartens. The physical education, library, arts and crafts, and cafeteria program will be further developed with the completion of the building.

► Troy, N. Y. The board of education has

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begun a school building program, with two buildings under construction. One building is a five-classroom elementary building, and the other is a high school accommodating two thousand students. The elementary school will be completed and occupied in September, 1949. The high school will not be ready until the fall of 1950.

► Olean, N. Y. The school board has begun a modernized interior decorating program. All classrooms and corridors have been painted according to specifications of color engineers. One classroom in each building has been equipped with fluorescent lighting and violet ray bulb attachment.

► The Newton-Conover school system at Newton, N. C., has completed the modernization of the school lighting system by the installation of fluorescent lights in all classrooms, both white and colored. New sanitary systems have been installed

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in all schools, and floors and walls in washrooms have been tiled with ceramic tile.

► Fond du Lac, Wis. The school board has let the contracts for the construction of the new southeast Elementary School, to cost approximately \$927,702.

► Cedar Rapids, Iowa. The school board has decided to revise its plans and call for new bids for the construction of the football stadium. The contract for the Kenwood School was let at a cost of \$622,828, and for the Cleveland building at \$523,000.

► The voters of Richmond County, Ga., have approved a school-bond issue of \$4,000,000 for new school construction. The school board will start immediately on plans for a school bond sale and a survey to determine how the money shall be expended.

► Asheboro, N. C. A complete cafeteria has been occupied for the first time at the Park

Street Elementary School. An annex has been constructed at the Randolph County Training School, including four classrooms, a homemaking suite, and a cafeteria.

► The Arkansas State Board of Education has approved a \$1,250,000 school-bond issue for the Hot Springs school district. Other bond issues approved were Truman district, \$100,000; Rison No. 36, \$80,000; Knobel No. 24, \$75,000; and North Heights, \$60,000.

► The voters of the Snyder, Tex., school district have approved a \$250,000 school-bond issue for the construction of a new primary school.

► Ellsworth, Kans. The State School Fund Commission has approved the school board's plans for a new grade school building. Bonds in the amount of \$340,000 will be issued.

► The Mansfield, Ohio, School District has sold \$2,250,000 worth of serial bonds, at 100.14, with a 1¾ per cent coupon.

► The school board of Abingdon Township School District, Pa., has sold serial bonds in the amount of \$875,000, at 100.4177 for 1½ per cent coupons.

► Circleville, Ohio. The school board has begun plans for a new elementary school, an industrial-arts building, and a gymnasium. The several projects will be financed with a bond issue of \$387,000.

► Evanston, Ill. The school board of School Dist. 75 has sold a school-bond issue of \$1,620,000 to a syndicate of five investment banking firms, at a 2 per cent interest rate, plus a premium of \$25,758, which is a net rate of 1.851 per cent. The proceeds of the bonds will be used for financing several building projects.

► Baton Rouge, La. The voters recently approved a school-bond issue of \$8,000,000 by a vote of more than 30 to 1.

► The school board of Ponca City, Okla., has sold \$375,000 worth of school bonds. The bonds, dated November 15, 1948, will mature May 15, 1950.

► New Orleans, La. The school board has approved plans for an elementary school in Gentilly, to cost approximately \$1,000,000. E. A. Christy, New Orleans, is the architect.

► A \$605,000 school-bond issue has been approved for financing a 14-room elementary school at Adams City, Colo., and a 10-room building at Derby. Both buildings, one-story high, are being planned by Architect Temple H. Buell.

MILLAGE CAMPAIGN PRODUCES BRICKS FOR BABIES

Russell E. Wilson¹

The stork has been paying an overquota number of visits to Dearborn, Mich.; in fact, about 7000 visits since "war babies" became a common expression. The city's builders have become beavers as more than 3000 new homes have shattered all previous city building records.

These enormous increases gave school officials two alternatives to meet educational needs—either declare an open season on storks and issue shotguns to the citizens, or buy bricks for school buildings for the new babies.

The schools decided to meet the stork with bricks. Using the slogan, "You can't argue with the stork," the Dearborn school people and citizen organizations planned a campaign, requesting three mills for five years earmarked for school buildings, sites, and improvements. The election was scheduled 31 days after November 2, 1948. This timing took advantage of the public understanding of school problems generated by proposed Amendments 2 and 5 to the state constitution, and the "simple majority" legislation enacted on that date.

A joint committee representing the board of education and the school personnel headed the campaign. Three major aspects of the campaign were emphasized:

1. To increase the number of registered voters.
2. To present complete information to the public
3. To record a large vote on election day

Committees went into action with PTA groups, and mothers' clubs, through personal contacts, securing approximately 600 new school electors. All schools were open from 8 a.m. to 9 p.m. during a special registration period.

The informational program leading to public understanding of the school-building problems utilized newspaper articles, speeches, radio commentaries, booklets, and posters.

Two booklets were prepared by the schools. "25 Questions, 25 Facts," a straight question and answer booklet, gave the most requested information, and "Look Folks," a pictorial booklet, dramatized the problems caused by Mr. Stork.

Interested groups urged voters to the polls on election day.

By December 4 the Dearborn school-building program was under way, after a record vote of 5160 gave a 71 per cent voter approval. The first contract for a new building was let December 22 on the \$5,000,000 school-building program.

¹Department of Planning, Dearborn, Mich.



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THE PUBLIC RELATIONS OF EL DORADO SCHOOLS

(Concluded from page 45)

Ten typical programs of the series of 32 broadcasts are listed below:

February 3 — "Choral Reading," sixth grade, Hugh Goodwin School.

February 10 — "Comparison of American Democracy With Other Forms of Government," ninth-grade civics.

February 12 — "National Negro History Week," Washington High School.

February 17 — "Improvement of Learning Skills in Arithmetic," seventh grade, Retta Brown School, Miss Blanche McKinnon, teacher.

March 11 — "Legends of Arkansas," seventh grade, Hugh Goodwin School.

March 16 — "Star Pupil," fourth grade, Yocum School, Mrs. Clemmie Bishop, teacher.

March 23 — "Manual Arts and Physical Education," seventh and eighth grades, Southside School.

April 13 — "Mother Goose Program," first grade, Hugh Goodwin School, Mrs. Edith Blake.

April 20 — "First Thirty Minutes of a First Grader's Day," first grade, Retta Brown School.

April 27 — "Remedial Reading," second grade, Yocum School.

After the completion of the series, the final program of the series was a panel discussion

made up of members of parent-teacher associations in the city. The purpose of this program was to evaluate the entire series.

THE SUPERINTENDENT'S SALARY

(Concluded from page 36)

has taken cognizance of the formula and has given it publicity in its official publication. Local groups over the country are making studies of it. Certain state associations are inquiring about it. Some governmental organizations other than schools are raising the question as to whether there isn't a technique used in the approach to this problem that has application to other municipal and county offices. The Michigan Association of School Administrators has formally endorsed it and it will be submitted to boards of education in that state. Furthermore there is much testimony that various school boards, having read the original article in which the formula was presented, (sometimes before the superintendent knew anything about it) have applied it to their own situations, and that it has given satisfaction both to themselves and to their chief school executive.

Quite a number of superintendents representing cities of varying sizes from the small to the large and scattered throughout the country, have placed this formula in the hands of their board members. Why are they doing this? It is in the belief that the formula helps point up the definite factors that are important in the job of the superintendent, that board members see the superintendent's work more clearly *with* the formula before them than *without* it, and that the development of an index number for the superintendent compared with the index number of the teacher makes more logic, simplifies and clarifies the procedure by which the salary of the superintendent is determined.

The average person sees, comprehends, evaluates, and accepts more clearly the superintendent as a potent, driving force in the community and the schools where his functions, strengths, and values are expressed in terms of *teacher power*.

This concept of *teacher power* finds an analogy in and is taken from science and engineering where mechanical power, potentials, and loads are expressed in terms of *horse power*.

The loads, potentials, and responsibilities of the superintendent once arrived at through the development of an index number, by a process that is logical and clear, can easily be converted into an equitable salary figure, for this quantitative *teacher power* always has attached to it an evaluation expressed in terms of dollars and cents.

The formula becomes a springboard, points a direction, provides specificity, furnishes a reason, and gives a feeling of greater security because it emphasizes objectivity.

One superintendent, in a western state, writing a report of a group which had studied the formula expressed himself as follows in the report: "Although this formula may have its faults, yet to be discovered, it is the best instrument known to the writer for the purpose of determining the superintendent's salary."

To Hold Conference

The Engineering Extension Service of the Iowa State College, Ames, will hold a conference of school custodians on the heating and air conditioning of school buildings, March 21-23, at the College.

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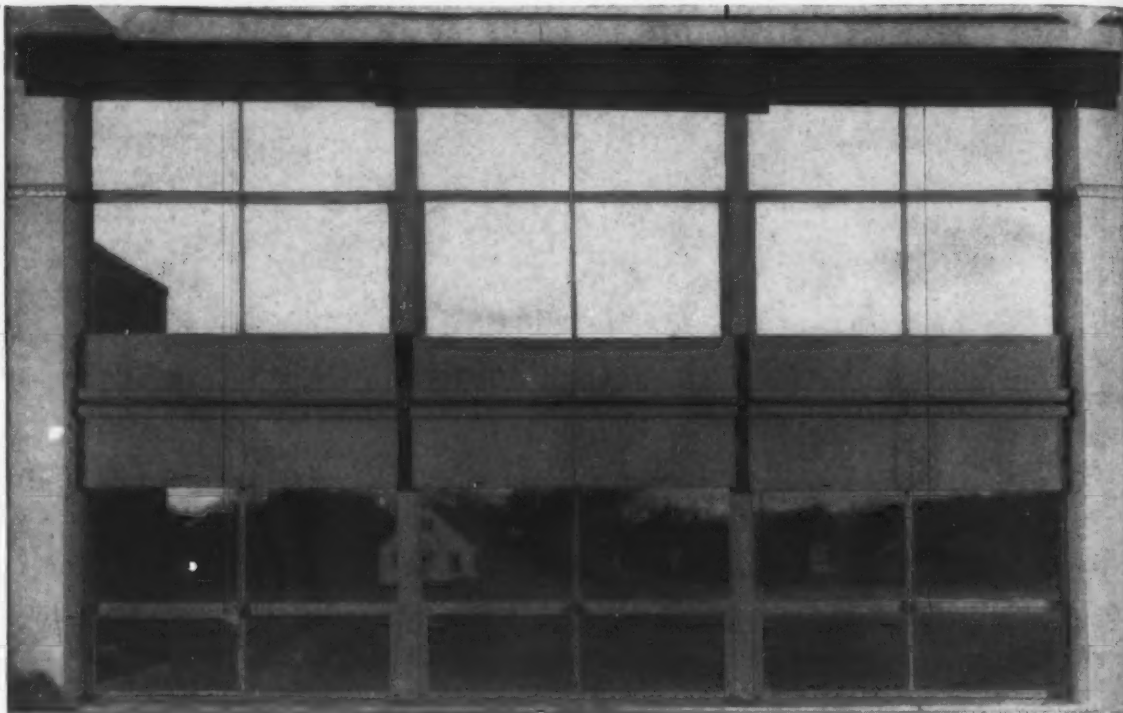
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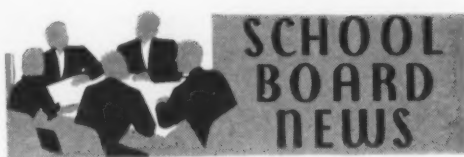
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PHILADELPHIA SCHOOL NEWS

Add B. Anderson, business manager of the Philadelphia board of education, says that the board's executive committee has before it a proposal to pay the members of the Board of Revision of Taxes an unspecified annual sum. The board collects its taxes on assessment valuations fixed by the tax body for city and county levies.

Mr. Anderson said that the 1947 legislative act providing for the new mercantile and personal property taxes also provided added compensation for the tax board at a rate to be determined by the board of education. The amount of added compensation might be measured by the amount now paid the receiver of taxes and city treasurer, both of whom are paid \$10,000 for handling city taxes and \$4,000 for handling school taxes. The city controller gets \$8,000 from the city and \$4,400 from school funds.

A metropolitan public school district for the provision of educational services now considered inadequate in some of the counties adjacent to Philadelphia has been suggested in a plan submitted to the State Council of Education.

Such a district would include in addition to Philadelphia the counties of Bucks, Montgomery, Delaware, and Chester. Under it the many specialized educational services such as psychological clinics, vocational-technical schools, classes for orthopedic children, and a library of audio-visual aids now available in Philadelphia could be made available to all the schools of the metropolitan area. It would require additional state aid for this area.

A county reorganization plan, submitted to the Council by the Bucks County board upon the recommendation of its superintendent, Charles Boehm, points the way for such a metropolitan school district. "Bucks County can't afford to maintain all the high schools in existence today and meet the education needs of the decades immediately ahead," Walter S. Miller, president of the Bucks County board, said in a report on the county school reorganization plan.

Mr. Miller pointed out that education is a joint function with the state and local districts combining resources since less than half of the high school graduates remain in the district in which they were born. In most districts of Bucks County today the natives are outnumbered so the youth who received their full education there must compete with those educated in districts with vastly superior educational advantages.

As the first step in bringing greater educational opportunities to youth in Bucks County and other districts it is being urged that small, inefficient school districts be merged and more high schools consolidated.

"If our children are to enjoy educational opportunities comparable to those available near by," Miller said, "Bucks County must think in terms of fewer senior high schools. The county plan now before the State Council, while a great advance over today, is, however, still defective."

"It contemplates 15 senior high schools, twice as many units as we can afford or our people are willing to adequately provide for with the existing tax bases."

"For example there is no doubt that one senior high school for Bensalem, Bristol borough and township, would give the youth the type of program and facilities more comparable with neighboring areas than the three separate senior high schools now contemplated and to cost the taxpayers \$500,000 more than would be otherwise necessary. None of our districts provide particularly well for the nonacademic needs of their pupils."



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325A



WHO SELECTS CITY SCHOOL BOARDS?

How are the members of boards of education in the city administrative units of North Carolina selected?

Dr. W. E. Rosenstengel, of the North Carolina University School of Education faculty, recently completed a study which answers this question. He found the following:

There is no set pattern for selecting board members in the 71 units then existing (there are 72 now).

Thirty-two boards, or 45 per cent, are chosen by popular vote. Twenty-five of the 34 are elected by the unit at large, the remaining 7 on the ward basis.

Thirty-four boards, or 48 per cent, are appointed by the board of aldermen, the city commissioners, the county board of education, or the

state legislature, more frequently in the order named.

In one unit one board member is chosen by popular vote every other year, and another is appointed by the mayor on alternate years. The members of another board are appointed by the city council upon the recommendation of other board members. Four of the 71 boards are self-perpetuating, that is, other members fill vacancies when they occur.

Dr. Rosenstengel raised this question: Should there not be an over-all pattern concerning the selection of board members?

► CLARENCE E. SHEPHERD, superintendent of schools at Hartford, Iowa, died on December 24. He had been head of the schools since 1946.

► GEORGE H. BORNEMANN, of Lakefield, Minn., has accepted the superintendency at Tracy.

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The Lincoln Award Medal presented annually by the Abraham Lincoln High School, Brooklyn, to a citizen of New York City for distinguished service rendered to the city.



A HIGH SCHOOL AND ITS COMMUNITY

The Abraham Lincoln High School, Brooklyn, N. Y., has for many years considered its relations to the community which it serves as an opportunity for impressing students with the importance of the community and of their part in improving it. Annually since 1934, the students of the high school have presented on February 12 a medal to a citizen of the City of New York "in recognition of distinguished services rendered to the city."

The presentation is not merely another assembly hall program. Each year in anticipation of the award, all students in the school are asked to consider the importance and value of civic

service and the types of service which New York City as a great metropolitan center especially needs. Nominations are made by individual classes of men or women whom the students have observed as doing outstanding community work.

The list submitted is reduced by the Student Council to five persons and these are interviewed by selected students. The meeting of the class delegates of the school is addressed by the students who have interviewed the candidates for the annual honor and the merits of the individuals are carefully presented. At an election the following day, the honor is awarded. On Lincoln's birthday the parents, as well as the students, are invited to the school auditorium for the presentation. A large portrait of the winner is hung in the school auditorium gallery.

OHIO SCHOOL REDISTRICTING PROPOSED

Ohio school superintendents, ending months of conference, argument, and compromise, have voted a school district reorganization plan which, if enacted into state law, will vastly improve and make sounder a public educational system whose administrative structure has changed little in decades.

The authors of the proposals, to be offered to the 98th Ohio General Assembly and the new administration of Democratic Governor Frank J. Lausche, have predicted that the proposed redistricting plan would result in better educational opportunities for Ohio school children and eventually save the people millions of dollars.

The proposals, which were reported by the Ohio Association of School Administrators, composed of superintendents of cities, counties, and exempted villages in the state, fell short of original recommendations on reorganization, which had been drawn up by the Conference of Deans of Education of the State Universities in Ohio.

County boards of education, under the plan, would be compelled to submit by July, 1950, a program to merge local school units within the county system "to make them as large and educationally effective as possible and in no case to contain less than 1500 pupils" in kindergartens through grade 12.

Local lay and professional committees in each of Ohio's 88 counties would be set up to advise the county boards in their plans. And the Ohio State Department of Education would form a new Division of School Planning and Research to help in the complicated program of reorganization.

The state education department's hand in consolidation would be greatly strengthened if the proposals were to become law. The department would be empowered to review all redistricting plans and to approve or reject them. If the department should reject a plan, it would develop an alternative one and put it into effect.

Dr. Clyde Hissong, director of the department, at present is able merely to encourage school consolidations. He does not move into school districts

with orders and directions. However, in 1948 the department was able to reduce the number of districts by 54. There now are 1540 districts in Ohio.

The administrators' proposals would eliminate districts offering less than 12 years of instruction and require withdrawal by the state of tuition payments unless the full instructional program would be considered physically, economically, or educationally impractical. This withdrawal of funds in itself would save the state about \$3,000,000 a year, it was said.

Also, the plan would eliminate by June 30, 1954, the additional state aid given under the state's Foundation Program to schools having fewer than 180 pupils and one and two-teacher schools, excepting only the districts on the Lake Erie islands.

Fifteen Ohio school districts which operate no schools at all and which send their pupils to other districts would be wiped out.

To prevent the formation of small new independent districts, outside county jurisdiction, the program would permit the establishment of new districts only where enrollment is at least 2500 pupils in an incorporated city. When only one school district exists in a county, the county board would become an administrative unit and take over its administration.

The state education director, in another blow at inadequate instructional programs, would have the power to revoke the charters of high schools failing to meet department standards. That power is not specifically spelled out in present codes.

Where the proposals dropped below those recommended by the deans, headed by Dean Evan R. Collins of the college of education of Ohio University, was in the matter of suggested minimum standards for school size, standards which would have become mandatory by 1954.

The superintendents weakened these suggestions without changing the figures. In their proposals, they said minimum enrollment in Grades 1 through 6 "should" be 180 pupils with at least one teacher per grade; enrollment in grades 1 through 8, should be 240 with at least eight teachers; enrollment in a six-year high school, 300, with at least 12 teachers, and the minimum for a four-year high school, 225.



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TO YOU TEACHERS

(Concluded from page 30)

Within the next 12-month period we expect to submit to the voters the question of authorizing the issuance of bonds for the construction of the new buildings and once again the people will be called upon for a vote of confidence or no confidence in our plans. The importance of public relations does not decline. It augments.

You will recollect that during the election last spring we stated to the people that if they wished to improve and develop their school system additional money would be necessary. Certainly parents in this com-

munity had the right to assume that if the tax increase carried, the improvement would be forthcoming. The people have voted their approval and it is now up to us to produce.

The board is most strongly of the opinion that this improvement should be manifest at once. There is none of us who cannot do his job better than it has been done before. Heretofore we have been appealing to the public for more support for the schools and very much on your behalf. Now it is your turn to demonstrate that the confidence of the people is not misplaced.

We expect the improvement. This year

we have a new curriculum co-ordinator and upon his first attendance at a board meeting several members of the board pointed out to him and to the superintendent certain respects in which we consider that our schools fail of perfection by a discernible margin. Some of you will probably hear about this from them as the year goes on; and if you do not hear about it from them you will hear about it from us. No one on our present board will attempt to instruct you on the details of your responsibility for teaching; but we certainly reserve at least the rights which Sir Walter Bagehot said was the constitutional function of the King of England: To be consulted, to encourage, and to warn.

I envy you the job ahead. I have never taught in the public schools, but I have been a member of the faculty of three departments in two universities. I know something of the thrill and the challenge of new classes. Then too, I know that your work is not always pleasantly exciting.

Dull — weary — eventless, the task of teaching sometimes seems. Rewardless, it surely must appear to many. But to the children of your classrooms, and to the parents of your students, you are among the most important people in the world.

We wish you good fortune and good morning.

THE SAFETY EDUCATION CHALLENGE

(Concluded from page 44)

to get youngsters to ride their bikes safely, and where can driver education be placed in the curriculum.

If we have a safety education program in Lansing which merits our pride, I believe it is largely because of these things:

First, a school administration which believes sincerely that schools do have a strong responsibility to educate for safety and that education can reduce accidents.

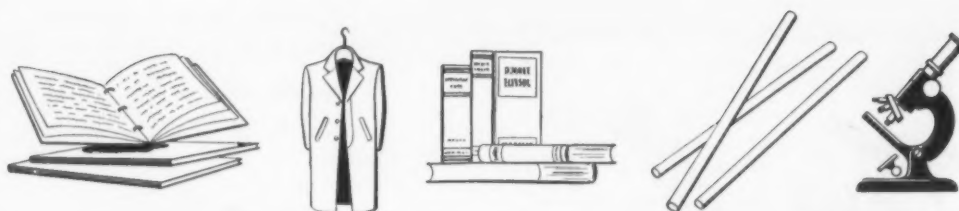
Second, an outstanding system of school safety patrols.

Third, a corps of fine teachers, many of whom are vitally interested in safety education. Much credit goes to the director of elementary instruction who is not only an ardent advocate of school safety work, but is herself an unusually capable safety education technician.

Fourth, the work of the school safety committee, which helps, and in turn is helped in its efforts by the other three.

In conclusion, the small cities are mighty important because there are so many of them. If any real progress is to be made in total accident reduction, the schools of the small cities must do their share. They have the ability, and the raw materials; they also are beginning to launch the attack.

► Jackson, Miss. Architects Spain & Biggers, Jackson, have completed plans for a 16-classroom and auditorium addition to the Forest Hill High School. The building will cost \$215,000 and will be financed with two bond issues.



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PERSONAL NEWS

NEWS OF SCHOOL OFFICIALS

- HUGH J. TAMISEA has been elected secretary of the school board at Missouri Valley, Iowa.
- CHARLES H. HERRON has been elected president of the school board at Golden, Colo.
- AUDREY THOMPSON has been elected clerk of the school board of Yuma School Dist. No. 1 at Yuma, Ariz.
- DR. D. GRANT MORRISON has been appointed supervisor of junior college education for the State Department of Education at Olympia, Wash. J. GUY ROWLAND was named director of transportation.
- SUPT. M. G. FARROW, of Fremont, Neb., has been appointed to the teacher welfare committee of the Nebraska State Education Association.
- J. D. SLAYBAUGH, of Port Arthur, Tex., has been appointed superintendent of school buildings for the board of education of Beaumont.
- CLARENCE L. KIRKLAND has been elected president of the board of education at Omaha, Neb. He had been a member of the board for six years.
- JOSEPH GAUKLER has been elected president of the school board of Scott County, Iowa.
- PERCY W. LEWIS has been elected president of the seven-member board at Plainview, Ill. The new board consists of seven members as against three in former years.
- HAROLD HOPKINS has been elected president of the board at McAlester, Okla., to succeed Roy A. Spears who resigned.
- R. E. BUTLER, of LeRoy, Kans., has resigned as superintendent of schools to accept a similar position at Belleville, Kans.
- J. HARRY POHLMAN, attorney and member of the board of education at St. Louis, Mo., collapsed on his return from a board meeting and is confined to a hospital. He is reported as recovering after several blood transfusions.

PERSONAL NEWS

- HARRY D. ANDERSON, of Ottawa, Ill., has accepted the superintendency of the Maine township schools at Desplaines. He succeeds Frank L. Holmes.
- PAUL V. FEGLEY, of Hurst, Ill., has been elected superintendent of the Amboy Township High School at Amboy, Ill.
- FRANK KOBER has been elected superintendent of schools at Belle Fourche, S. Dak., to succeed W. Marvin Kemp.
- DAYTON SHEPHERD has been elected director of elementary education for the schools of Carthage, Mo. He was formerly principal of the Eugene Field School.
- OLIVER E. REECE, of Brownstown, Ill., has been elected president of the new Brownstown Unit School District. WILLIAM SMAIL was named secretary. The new board of seven members will take over the administration on July 1.
- E. C. FISCHER, former superintendent of schools of Rock Island, Ill., died in a hospital at Austin, Minn., on December 12. Mr. Fischer who was superintendent of Rock Island schools from 1914 to 1923, later headed the schools of Peoria. He retired to Austin seven years ago.
- SUPT. J. R. NEVELN, of Blainstown, Iowa, has announced his retirement to take effect at the close of the school year in June.
- EMIL E. SCHMIERER has been appointed administrative assistant to Supt. Lloyd T. Uecker at Mitchell, S. Dak. He will be responsible for the management of the buildings and grounds, the purchasing and distribution of supplies and equipment, and the supervision of custodians and engineers. Mr. Schmierer, who has been connected with the schools for 25 years, was supervisor of vocational education.
- C. E. TORGESON has been elected president of the board of Ogden, Utah, for a third term.
- HERBERT SMITH has been elected president of the board at Ashland, Ky. WILLIAM SHATTLES was named vice-president. Newly elected members are ERNEST P. CHATTIN, JAMES A. ANDERSON, JR., and EMMETT MOORE.
- FORREST V. CARMICHAEL, of Columbus, Ind., has been appointed business manager for the board of education at Muncie. He was formerly executive secretary of the Indiana Teachers Retirement Fund.
- SUPT. LOWELL P. GOODRICH, of Milwaukee, Wis., has been reappointed for a three-year term by unanimous vote of the board of school directors. Annual increases in salary are provided in the reappointment resolution.

- SUPT. J. R. EDGAR, of Austin, Tex., has been re-elected for a new five-year term, beginning July 1. His salary under the new contract is \$12,000 per year.
- GEORGE H. MARTIN has been elected superintendent of schools at Monona, Iowa, to succeed J. P. Lambert, who has resigned.
- HERMAN DEMING has been re-elected president of the school board of Terre Haute, Ind.
- D. V. MOREHEAD has been elected president of the newly organized community school unit Dist. 3, at Norris City, Ill.
- DR. STRATTON D. BROOKS, former president of the University of Missouri, died on January 18, of cerebral thrombosis, at his home in Kansas City. He was president of the University of Oklahoma from 1912 to 1923, when he assumed the presidency of the University of Missouri and served there until 1931. He was also superintendent of schools at Cleveland and Boston.

SCHOOL BOARD NEWS

- Carroll, Iowa. The school board has approved a physical examination program, which calls for a checkup of all children at least once every four years during their school attendance. Local medical men will co-operate with the nurse, the schools, and the parents in carrying out the program. Each child is to be given a health certificate on which will be noted defects which are remedial, irremedial, or probably remedial.
- Jesup, Iowa. The school board has purchased a home for the superintendent. The purchase price was \$7,000.
- Rockford, Ill. Salary increases of 6½ per cent have been given to all clerical and custodial school employees. The pay increases are in addition to the incentive raises given twice a year to employees under the civil service system who are new and have not reached the maximum pay in their classification.
- Louisville, Ky. The 1949 budget of the school board calls for \$8,222,980, which is an increase of \$497,000 over 1948. The budget includes an increase of \$69,000 for salaries of 23 additional teachers.

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WHAT SCHOOLMEN SHOULD KNOW ABOUT UNIONS

(Concluded from page 22)

prompted a friend of mine to say that England had a new privileged class—the perambulator class.

In a sentence, this point of view of labor can best be described as a conviction that the state has a responsibility for the welfare of its citizens, because, as Samuel Gompers once said when asked the aims of labor, "Labor wants more schoolhouses and fewer jails, more learning and less vice, more leisure and less greed, more justice and less revenge." Labor is a little more utopian than the rest of us perhaps because it has enjoyed considerably less security.

These then are the trade-unionists' goals—status, security, political decision—the kind of education which contributes to an understanding of contemporary problems and their ultimate solution. Labor, as I have indicated, is on the march. For better or worse we are all tied up with its struggles. Sometimes the unscrupulous seize the revolution and create a new elite, despotic and tyrannical. Sometimes the revolution is guided by men who believe liberty is as important as security. The American labor movement has men of both kinds. It needs many more of the kind who can use but not abuse power. Frankly, at this point I become frightened. Contemporary labor leaders have great power, many of them are isolated from the truth by favoring puppets. Power corrupts, and absolute power corrupts labor leaders as absolutely as it does kings and dictators. And there is no assurance that a new elite rising from the ranks of labor would not abuse power. We need to know this truth. And we need to develop in our schools, and in our unions many more free and courageous minds who will insist on truth in debate, rotation in office, and integrity in personal relations. I close on this note of warning because too often we of a democratic persuasion are afraid of the rough and tumble and shun the responsibility of decision. We must get over this fear for, if we value our freedom, we must go where the decisions are made, play our part in making them. There is no better place today than the ranks of labor.

This, too, we should know!

► ERNEST M. HANSON has accepted the superintendency at Pueblo, Colo. He was formerly assistant superintendent at Salt Lake City, Utah.

► MARION G. MERKLEY has been appointed assistant superintendent in charge of instruction and curriculum at Salt Lake City, Utah.

► LAWRENCE D. SCHRODER has been appointed assistant superintendent in charge of employee personnel at Salt Lake City, Utah.

► DR. FRED J. KELLY, of California, has returned to the U. S. Office of Education as specialist for land-grant colleges and universities in the Division of Higher Education. Dr. Kelly will devote his attention to a study of devices used by institutions of higher education to improve the effectiveness of college teaching. He had formerly served as a member of the President's Commission on Higher Education.

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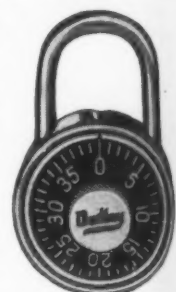


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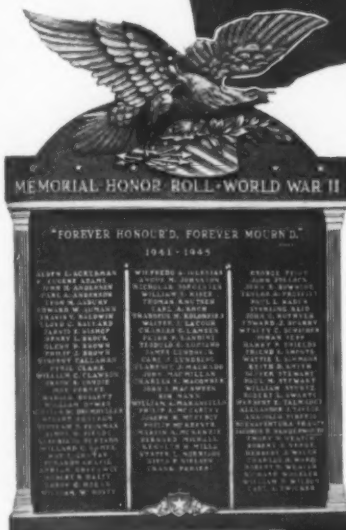
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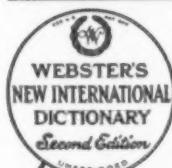
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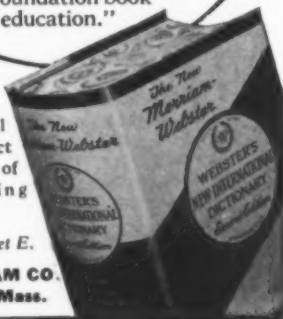
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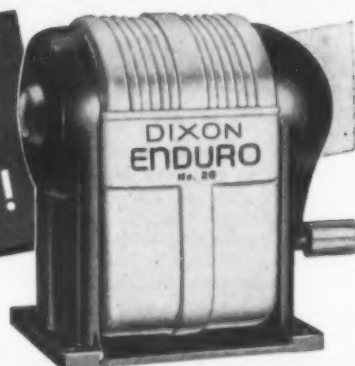
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NEW CATALOG SECTION ON METAL DOORS

Complete information arranged for ready use by architects, contractors, and builders has been compiled and issued in a new catalog titled "Fenestra Metal Doors," just released by the Detroit Steel Products Company, manufacturers of Fenestra steel windows and doors.

This catalog planned for working and reference purposes, describes the new Fenestra stock hollow-metal entrance door and various other Fenestra stock hollow-metal swing and slide doors, frames, locks, and hardware, and give installation instructions and specifications.

Copies of the catalog are available by writing to the *Detroit Steel Products Co., 3167 Griffin St., Detroit 11, Mich.*

For brief reference use ASBJ—201.

ENCYCLOPEDIA BRITANNICA FILMS CATALOG

Encyclopedia Britannica Films, Inc., has announced its new catalog, a 44-page, 2-color volume, describing the world's largest library of 300 educational sound motion pictures.

The catalog contains many features designed to increase its usefulness to teachers and audio-visual directors in their selection of the proper film for every area of the school curriculum. A "where to use" section, comprising nine pages, lists the subject-area correlations for all E-B films. In this section general areas of instruction are broken down into many fields of instruction. Under each of the subheadings of subjects, films which correlate with the subject are listed in capital letters. Secondary correlations of films are listed in lower-case type in all instances. A section of 22 pages offers comparative descriptions of all sound-teaching films. Film strips are described in the latter pages of the catalog, while three pages are devoted to listings of films in foreign languages covering 13 tongues.

The new catalog makes it easy for teachers and administrators to pick out films. A teacher may find the description of any desired film in the alphabetical listing section. Copies of the catalog are available by writing to *Encyclopedia Britannica Films, Inc., Wilmette, Ill.*

For brief reference use ASBJ—202.

HONEYWELL EXPANDS ELECTRONIC CONTROLS

Expanding use of electronic control devices for the home and factory have been forecast in a year-end statement by Harold W. Sweatt, president of the Minneapolis-Honeywell Regulator Company.

Mr. Sweatt pointed out that the use of electronic controls has made considerable advances due to the refinements in the control systems applied to school heating and air conditioning systems. These refinements were completed for the first time in 1948 and should find increased use in schools, particularly where the new types of fuel heating are employed for eliminating drafts and maintaining warm floors.

Information concerning these controls are available from the *Minneapolis-Honeywell Regulator Co., Minneapolis, Minn.*

For brief reference use ASBJ—203.

ANNOUNCE NEW SOUND MOTION PICTURE

An opportunity for educators in the business field is available in a new motion picture, "It Must Be Somewhere," produced by the Systems Division of Remington Rand. This 28-minute sound film offers a visual classroom supplement on the subject of filing that is both interesting and instructive, combining a dramatic portrayal of

a typical situation facing students entering employment, and a factual presentation of the various methods of filing. It shows the necessity for speed and accuracy in the handling of papers and documents and points out the significant role of scientific, simplified filing as a part of modern office management.

"It Must Be Somewhere" features a clever dialogue rendered by competent professionals, with beautiful settings in full color, and adroit direction. Teachers and students in business schools will find this film excellent material for classroom use and conference programs.

Remington Rand, Inc., 315 Fourth Ave., New York 10, N. Y.

For brief reference use ASBJ—204.

NEW UNDERWOOD DELUXE TYPEWRITER

The Underwood Corporation has announced a new standard typewriter, functionally designed and finished, and provided with a full 10-in. writing line, standard width carriage, and removable cylinder.

Featuring a drop-line space lever for ease, speed, and accuracy of carriage return, the new model has a deeper paper table, a larger paper guide, new cylinder knobs deeply threaded for easier finger grip to aid paper insertion, and a larger variable line spacer plastic knob to insure easier and more accurate aligning. Self-locking, invisible front margin stops provide easy setting with positive accuracy. A centering scale eliminates guesswork and permits setting margin and tabulator stops at any desired position. A fixed pointer indicates the exact position on the writing line.

Information about the new typewriter may be obtained by writing to the *Underwood Corporation at 1 Park Ave., New York 16, N. Y.*

For brief reference use ASBJ—205.

ENCYCLOPEDIA BRITANNICA FILMS ON PERSONALITY

Three new films on "Personality Development" have been announced by Encyclopedia Britannica Films, Inc., to meet the demand for useful teaching materials in the field of personality and problems of child growth.

These films, produced in collaboration with Lawrence K. Frank, of the Carolina Zachry Institute of Human Development, New York City, were photographed with the assistance of the director of the nursery school of Sarah Lawrence College. The films are being issued as a combined three-reel film entitled, "Emergency of Personality." Each film is a complete unit dealing with one particular aspect of the subject. They are intended for use in high schools, professional schools, and adult study groups and are especially useful in the social studies, biology, child psychology, and home economics.

Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.

For brief reference use ASBJ—206.

COMING CONVENTIONS

Feb. 3-4. *Idaho School Trustees Association*, at Boise. Headquarters, High School Auditorium. Secretary, J. C. Eddy, Boise. Attendance, 250.

Feb. 3-4. *Pennsylvania State School Directors' Association*, at Harrisburg. Secretary, P. O. Van Ness, 222 Locust St., Harrisburg. Headquarters, Penn Harris Hotel. Attendance, 1500.

Feb. 7-8. *Nebraska State School Board Association*, at Lincoln. Secretary, Charles Hoff, University of Omaha, Omaha. Exhibits, Beth Christensen, University of Omaha. Attendance, 350.

Feb. 10-11. *Minnesota School Boards Association*, at St. Paul. Headquarters, St. Paul Municipal Auditorium and Hotel Lowry. Secretary, Otto W. Barbo, Braham. Attendance, 2000.

Feb. 11-12. *Georgia Education Association*, at Atlanta. Secretary, J. Harold Saxon, 704 Walton Bldg., Atlanta.

Feb. 13-16. *Association for Supervision and Curriculum Development*, N.E.A., at New York. N. Y. Secretary, Gertrude Hankamp, 1201-16th St., N.W., Washington, D. C. Headquarters, Commodore Hotel, Washington, D. C. Attendance, 1000.

Feb. 17-18. *Oklahoma Education Association*, at Oklahoma City. Headquarters, 306 Oklahoma Natural Bldg., Oklahoma City. C. M. Howell, 306 Oklahoma Natural Bldg., Oklahoma City. Exhibits, Sallie Burke, 306 Oklahoma Natural Bldg. Attendance, 7000.

Feb. 20-23. *American Association of School Administrators*, (Western Division), at San Francisco. Secretary, Worth McClure, 1201-16th St., N.W., Washington 6, D. C. Exhibits, Carl Burns, 1201-16th St. Attendance, 5000-6000.

Feb. 25-26. *National School Boards Association*, at St. Louis, Mo. Headquarters, Statler Hotel. Secretary, Robert M. Cole, 306½ E. Monroe St., Springfield, Ill.

Feb. 26-Mar. 2. *National Association of Secondary School Principals*, at Chicago, Ill. Headquarters, Congress Hotel. Secretary, Dr. Paul E. Elicker, 1201-16th St., N.W., Washington 6, D. C. Attendance, 1500.

Feb. 27-Mar. 2. *American Association of School Administrators* (Central Division), at St. Louis, Mo. Secretary, Worth McClure, 1201-16th St., N.W. Exhibits, Carl Burns, Washington. Attendance, 5000-6000.

Feb. 28-Mar. 2. *Department of Rural Education*, N.E.A., at St. Louis. Headquarters, Statler Hotel. Chairman, Howard A. Dawson, 1201-16th St., N.W., Washington. Attendance, 500.

Mar. 6-8. *Louisiana School Boards Association*, at Alexandria. Headquarters, Bentley Hotel. Secretary, Fred G. Thatcher, Box 8986 Univ. Sta., Baton Rouge. Attendance, 450-500.

Mar. 7. *Child Study Association of America*, at New York, N. Y. Mrs. Charlotte Williams, 221 West 57th St., New York. Headquarters, Hotel Roosevelt.

Mar. 10-12. *Georgia Education Association*, at Macon. Headquarters, Municipal Auditorium. Secretary, J. Harold Saxon, Atlanta. Exhibits, Mrs. M. B. Jones, 704 Walton Bldg., Atlanta. Attendance, 5000.

Mar. 11-13. *American Society for Public Administration*, at Washington, D. C. Headquarters, Statler Hotel. Secretary, Laverne Burchfield, 1313 East 60th St., Chicago 37, Ill. Attendance, 600.

Mar. 17-18. *South Carolina Education Association*, at Columbia. Headquarters, Columbia Township Auditorium. Secretary, J. P. Coates, 1510 Gervais St., Columbia. Exhibits, J. P. Coates. Attendance, 5000-6000.

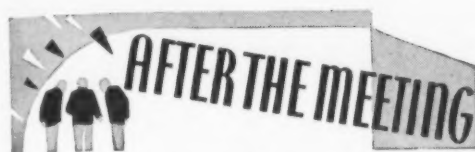
Mar. 21. *Oklahoma State School Boards Association*, at Oklahoma City. Headquarters, Biltmore Hotel. Chairman, H. E. Wrinkle, Faculty Exchange, Norman. Attendance, 1000.

Mar. 24-26. *Florida Education Association*, at Tampa. Headquarters, Flordan Hotel. Chairman, M. Mitchell Fetuson, Sebring. Exhibits, James S. Rickards, Centennial Bldg., Tallahassee. Attendance, 6000.

Mar. 24-25. *Indiana Association of School Superintendents*, at Lafayette. Headquarters, Purdue University. Secretary, Mrs. Genevieve Serwatka, LaPorte. Chairman, William Floyd, West Lafayette. Attendance, 150.

Mar. 24-25. *Alabama Education Association*, at Birmingham. Secretary, Frank L. Grove, 21 Adams Ave., Montgomery 4, Ala. Exhibits, 21 Adams Ave., Montgomery. Attendance, 7000.

Mar. 27-30. *American Association of School Administrators* (Eastern Division), at Philadelphia. Secretary, Worth McClure, 1201-16th St., N.W., Washington 6, D. C. Exhibits in charge of Carl Burns, NEA Business Mgr., 1201-16th St., N.W., Washington, D. C. Attendance, 5000-6000.



Turnabout

It was after school, and red-haired Jerry had just finished cleaning the boards for Miss Jones. "Why can't you be like this during school hours?" said the teacher, as she, with genuine affection, placed her arm about the shoulders of the little fellow who caused 90 per cent of the gray hairs in her prematurely gray head. "You know, you're an entirely different person after school. You seem really to want to be friendly and helpful."

Turning half-tearful eyes that two hours before flashed defiance to the stern commands of his teacher, Jerry replied, "Ain't it funny, Miss Jones?—I was just thinkin' the same about you."—*Canadian School Journal*.

Putting His Teeth Into It

Into the office of the superintendent of education, in Upson County, Ga., walked a smiling young Negro man to apply for a position as teacher.

The superintendent remembered a small Negro school back in the sticks where the pupils were proving extremely unmanageable, and decided to test the mettle of the ambitious novice by subjecting him to their boisterous and wholly unpredictable pranks. A few weeks later the superintendent went to check up on the progress of the newcomer. To his delight, he found the school operating in a quiet and thoroughly efficient manner. And, still more surprising, the young teacher who, when he had applied for the job had appeared extremely lean and lank, now strutted a figure that was pleasingly plump and sleek.

"How did you do it?" the official eagerly demanded.

"Well, sir," explained the young teacher, "I've made a careful study of these children, and I've found out they had rather eat than do anything else. Therefo' when one of my scholars gets to actin' up and I can't control him, I jes' eats his lunch. And say, Mr. Superintendent, ef I can jes' hold out long enough I do believe I can straighten out this here school."—*Wall Street Journal*.

He Hoped!

The late Nicholas Murray Butler was credited by his associates as being unpredictable in his comments. At one time, a young professor asked him: "Doctor, have you read Charles Beard's last book?"

Said Dr. Butler: "I hope so."

A Libel on Kansas

A tourist, traveling through western Kansas, saw a man sitting by the ruins of a schoolhouse that had blown away, and stopped to ask:

"Was this your schoolhouse, my friend?"

"Yep."

"Any of your students blown away with the schoolhouse?"

"Yep. Eight of 'em."

"Great Scott, man, why aren't you hunting for them?"

"Well, stranger, I've been teaching in this country quite a spell. The wind's due to change this afternoon. So I figure I might as well wait here till it brings 'em back."—*Minnesota Education*.

Delicate Subject

The teacher had a lot of paper work to do, so she placed her hat in front of the class to write some sentences about it.

The class was silent for about five minutes. Then came the voice of little Edward: "Please, teacher, are there two b's in 'shabby'?"—*Tit Bits*.

Advertisers Products and Services

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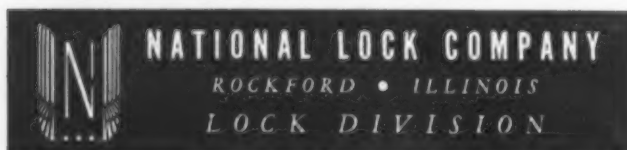


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